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ABSTRACT

A study was conducted to determine if differences existed in the leadership styles of senior level administrators in two-year colleges as a result of situational and biographical variables, including gender. The Leader Effectiveness and Adaptability Descriptor (LEAD) instrument and a biographical/situational questionnaire were mailed to 150 female and 150 male administrators. Study findings, based on an adjusted response rate of 75.7% (106 women and 121 men), included the following: (1) 69% of the men and 50% of the women held doctoral degrees; (2) 92.6% of the men, compared to 58.5% of the women, were married; (3) men had more experience in higher education administration than did women; (4) no differences in management styles were found to exist as a function of job responsibilities, reporting levels, collective bargaining arrangements, gender, or experience in higher education; though differences in management styles were identified as a function of institutional size, age, and educational achievement; and (5) female administrators over 40 years of age tended to be more collaborative and to emphasize more decentralized decision-making approaches than their younger female counterparts. The survey instruments are appended. (LAL)

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DETERMINING THE IMPACT OF BIOGRAPHICAL AND SITUATIONAL VARIABLES ON THE LEADERSHIP STYLES AND EFFECTIVENESS OF COMMUNITY/JUNIOR COLLEGE ADMINISTRATORS

by

Steven W. Jones

A Major Applied Research Project presented in partial fulfillment of the requirements for the degree of Doctor of Education

Nova University

October, 1985

JC 860 443

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I am grateful to my parents for their unwavering insistence that I take advantage of every educational opportunity available to me, and for their sacrifices to ensure that I was able to do so. I thank my wife, Tommye Lou, for her patience as I have engaged in this and other similar activities during the past six years. Sharing her experiences as she entered and re-entered the education labor market provided keen insights useful in this investigation. And having already given me two beautiful daughters, I thank God for the concerns that He has instilled in me regarding their future and for the opportunities that He has given me to help them take full advantage of it.

Abstract of a Major Applied Research Project Presented to Nova University in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

DETERMINING THE IMPACT OF BIOGRAPHICAL AND SITUATIONAL VARIABLES ON THE LEADERSHIP STYLES AND EFFECTIVENESS OF COMMUNITY/JUNIOR COLLEGE ADMINISTRATORS

by

Steven W. Jones

October, 1985

Despite recently reported increases in the number of female administrators in higher education, the fact remains that men significantly outnumber women in senior level administrative positions in America's community/junior colleges. Employment patterns similar to those at Phillips County Community College (Arkansas), where no female has ever held a senior level administrative position, are common in higher education.

Criteria used to select individuals for administrative positions have led to an underutilization of females at the top levels of college management. Often central to these selection criteria are the assumptions that men and women manage differently, that men are better suited to make administrative decisions, and therefore, more effective administrators.

Since no conclusive evidence was found in the higher education literature to support these assumptions, the primary purpose of this study was to determine if differences in leader effectiveness and leadership styles existed among senior level administrators in two-year colleges as a result of biographical and situational variables, including gender. The research hypotheses proposed suggested that there were no differences in either the leadership effectiveness or leadership styles of male and female senior level community/junior college administrators.

Sampling techniques were utilized to select three hundred male and female administrators from 2360 leaders at the 1219 two-year colleges affiliated with the American Association of Community and Junior Colleges. One hundred fifty senior level women were selected based upon total availability. One hundred fifty men were selected by random sampling.

Those selected were mailed two data collection instruments to complete and return. A LEAD-Self management style and effectiveness instrument designed by Paul Hersey and Kenneth Blanchard (1973) was utilized to collect participant responses to management decision-making alternatives. A second instrument designed by Sandra Keough (1982) was used to collect data pertaining to participant job responsibilities and job status, as well as pertinent biographical

information. This instrument was color coded to denote male and female responses without direct inquiry. Both instruments had been validated in previous administrations.

A 78.3 percent response rate was realized on the first mailing of the survey instruments. The adjusted, usable response rate was 75.7 percent and responses from 106 women and 121 men comprised the data base for the survey analyses.

To test the research hypotheses, z-tests for sample means were employed at a significant level of .05 with critical z-values established at ± 1.96 for all statistical tests. No significant differences were found to exist in the overall leader effectiveness of male and female senior level administrators. No significant differences were found to exist in the overall leadership styles of male and female senior level administrators.

The investigation documented an increased propensity among women to attain higher level educational credentials in recent years. This occurrence has lessened the disparity between the number of males and females holding the doctorate. The study also documented that female administrators were much more likely than their male counterparts to be unmarried, having made distinct choices between families and careers.

No differences in management styles among senior level administrators were found to exist as a function of job responsibilities, reporting levels, collective bargaining arrangements, gender, or experience in higher education. Differences in management style were identified as a function of institutional size, age, and educational achievement.

Although no overall differences in leadership effectiveness or style existed between men and women, several significant differences in the styles of younger females and older females were identified. Female administrators over forty years of age tended to be more collaborative and emphasized more decentralized decision making approaches than their younger female counterparts.

Since no significant differences were found in the overall leadership styles or effectiveness of male and female senior level administrators, and since there has been an increased movement on the part of women to increase their educational credentials, this study concludes that employment discrimination, in the form of traditional sex-role stereotyping, still exists in American higher education. Evidence further suggests that discrimination is currently less blatant than in previous years and that continued progress to further reduce sex-role stereotyping is likely in the future.

General recommendations for community/junior colleges, and specific recommendations for Phillips County Community College, have been cited that, if implemented, will increase opportunities for women in college administration. Questions that need to be addressed through further research have also been advanced. The results of this study, when diffused, will hopefully have a positive impact on employment and promotion decisions affecting females in higher education.

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Chapter 1

INTRODUCTION

Background and Significance

Historically, leadership in most organizations has been considered a masculine domain. The interactions of occupational sex-role stereotyping and the lack of empirical research on male and female leadership styles have, in part, contributed to the absence of women in top leadership positions (Adkinson, 1981). Most of the research that does exist has suggested that successful managers and administrators possess characteristics, attitudes, and temperaments more commonly ascribed to men than to women. Although increasing numbers of women have been stimulated to aspire to higher level positions in government, business, and education in recent years, the existence of these stereotypical perceptions has led to an underutilization of women in leadership positions when compared to the availability of qualified females (Schein, 1973).

Barriers, either real or perceived, may block the advancement of many women into top leadership positions, particularly in higher education (McMillen, 1985). The assumption that senior level administration

is a masculine domain may pervade employment and promotion decisions on most college campuses.

Virtually no research has been conducted in higher education to determine if male and female administrators manage differently. Weber (1981) states that the factors that inhibit women from achieving top leadership positions in higher education must be identified and eliminated before women will have a realistic opportunity at careers in educational administration.

Phillips County Community College (Arkansas) has not placed a woman in a senior level administrative position in its twenty year history. Traditional sex-role stereotypes seem to prevail, and existing conservative attitudes appear to suggest that females are suitable in clerical and instructional roles but not in senior level administration. The results of this investigation may have an impact on those attitudes and lead to more open dialogue on hiring female administrators in the future.

Research Questions

The purpose of this investigation was to determine if differences exist in the leadership styles and leader effectiveness of senior level administrators in two-year colleges as a result of situational and biographical variables, including gender.

This investigation was therefore conducted to accomplish two objectives:

1. to determine and compare the leadership effectiveness of male and female senior level administrators in community/junior colleges as measured as a function of their responses to decision making alternatives in management situations, and

2. to investigate and compare the leadership styles of male and female senior level administrators in community/junior colleges with respect to the impact of selected situational and biographical variables.

Research Hypotheses

The following hypotheses were proposed:

1. There is no significant difference in the leadership effectiveness of male and female senior level community/junior college administrators.

2. There are no significant differences in the specific leadership styles of senior level community/junior college administrators as a function of situational or biographical variables, including gender.

Definitions of Terms

For the purposes of this investigation, the following terms have these specific meanings:

biographical variables - characteristics of participants that relate specifically to their personal

profiles such as age, gender, marital status, and educational achievement level;

leader effectiveness - the ability of an administrator to utilize a leadership style that is appropriate given a specific situation and specific maturity level of his/her subordinates;

leadership style - an administrator's preferred, relatively consistent approach to the management process;

senior level administrators - higher education administrators who are no more than one or two hierarchical levels removed from their chief executive officers, normally vice presidents, deans, and chief fiscal officers;

sex-role stereotyping - the routine classification of females into job categories based upon traditional male attitudes toward women at the professional and managerial level which may prevent women from advancing in the administrative work force;

situational variables - characteristics of participants that relate specifically to their present occupational situations such as area of responsibility, institutional size, years of experience in the field, and organizational environment.

Limitations

The research design of this investigation was planned to ensure the reliability and validity of the results. However, as in any study involving human subjects, it was impossible to control all of the interceding variables that could have adversely impacted the investigation.

Two factors were identified that may have affected the validity of the data collected. First, the dependence upon a survey questionnaire to collect participant responses could have rendered a portion of the research conclusions untenable due to the possibility of subjects presuming the purpose of the investigation. Second, the utilization of a self-assessment of leadership style could possibly have had negative consequences had participants responded in a normative manner rather than in an actual behavioral manner. However, since all participants responded to the same standardized survey instruments and since statistical tests were employed to eliminate research biases, most of the potentially negative impacts of these delimiting factors have been reduced.

Assumptions

One of the major assumptions in this investigation was that leadership ability, like

intelligence, is normally distributed in the population. Theories that leaders are born with an inherent set of leadership traits were discounted in favor of those theories that assume that leadership and management skills can be acquired through training and administrative experience.

Another major assumption made in this study was that higher education professionals can be classified as high-maturity, self-motivated employees who require minimal direct supervision. Such an assumption is compatible with the Situational Leadership Theory advanced by Hersey and Blanchard (1977) which is central to this investigation.

It was assumed that the two groups of college administrators under investigation, male and female, would be more homogeneous in educational background and experiences than heterogeneous. Given the fact that all of the persons comprising the survey population had advanced to senior level administrative positions at their respective institutions, it was further assumed that the individuals studied would be truly comparable possessing basically common backgrounds, career aspirations, and management capabilities. Expertise was assumed to be a characteristic that transcends gender, conferring leadership ability on both men and women.

A major assumption, critical to the success of the research, was that there would be a broad interest

in the topic under investigation. Such interest was assumed to be an essential element in generating a response rate sufficiently high enough to enable research findings to be generalized from the sample population to all senior level administrators at two-year colleges in the United States.

Finally, it was assumed that neither men nor women conformed to any historically stereotyped behavior. Character traits such as compassion, sensitivity, love of children, and need for affiliation, usually labeled "feminine", and independence, assertiveness, and ambition, usually labeled "masculine", were assumed to be liberally distributed among both sexes.

Chapter 2

REVIEW OF RELATED LITERATURE

Research interest on women in management is a relatively recent occurrence. Terborg (1977) indicates that most of the literature on this subject has been published since 1972, after the passage of equal employment opportunity legislation.

Throughout the leadership and management literature, very little empirical research attempts to determine if there is a statistically significant difference between male and female leadership styles. The literature is replete with evidence that most men, and many women, perceive that males are more task-oriented, authoritative, and independent while females are more people-oriented, more collaborative, and less assertive (Adkinson, 1981; Brown, 1979; Cullen and Perrewe, 1981; Denmark, 1979; Fraker, 1984; Garland, et.al., 1982; Leonard, 1981; Martin, et. al., 1983; Muldrow and Bayton, 1979; Powell, Butterfield, and Mainiero, 1981; Reif and Hudson, 1981; Schein, 1973; Terborg, 1977; Terry, 1985; White, De Sanctis, and Crino, 1981).

Friesen (1983:224) stated that

> given the strength of the belief that leadership traits closely conform to the masculine sex-role, one would expect a volume of clearly delineated

> masculine traits associated with effective leadership. This is not the case. While a specific set of characteristics associated with the attainment of leadership positions has been, at best, difficult to isolate, the concept has persisted that leadership requires a force of character, a certain, traditionally masculine, set of personality characteristics.

According to Stephen Brown (1979:595) one of the popular reasons given for the differential treatment of women in management and administration, "stems from a stereotyping of females as ineffective leaders." He reviewed thirty-two female leadership studies and analyzed their findings using a framework of trait, style, and contingency leadership theories. Trait studies, those assuming that leaders are born, not made, consistently reinforced the traditional attitudes that women lack the sufficient leadership skills to be effective administrators. The style and contingency studies Brown reviewed were either inconsistent or inconclusive in their findings as to whether women were effective or ineffective leaders.

Although differences in leadership capabilities are widely presumed, remarkably little is known about real differences in the leadership styles of males and females. Jago and Vroom (1982:776) indicated that

> there have been some studies directed toward this timely and important issue . . . however, most reported behavioral differences have been either inconclusive or inconsistent.

Jago and Vroom (1982:781) continued their explanation that there are at least two reasons that

explain the inconsistent findings

> First, prior studies have concentrated on the global leadership factors of initiating structure (authoritative management) and consideration (participation management), thereby overlooking potential differences in participation. Second, prior studies have relied almost exclusively on subordinate perceptions of leader behavior rather than of self-reports.

This investigation therefore constitutes both a conceptual and methodological departure from previous studies. It measures management behavior along a continuum from authoritative to participative styles, and it relies on self-perceptions based on actual management decisions rather than on subordinate perceptions.

Studies in Higher Education

Jo Ann Terry, president of the American Association of Women in Community and Junior Colleges, indicated that no studies of this type have been conducted, to her knowledge, in higher education (Terry, 1985). A thorough review of ERIC Clearinghouse resources and the Education Index confirmed this void in the literature. A need for such research among non-student sample populations has been cited by a large number of writers (Chapman, 1975; Donnell, 1980; Green, 1984; Haccoun and Salley, 1978; Jago and Vroom, 1982; McPheron and Smith, 1981; Paul, Sweet, and Brigham, 1980; Schein, 1973; Terborg, 1977; White, De Sanctis, and Crino, 1981).

Career entry itself has not been blocked for women in higher education as a result of the sex-role stereotypes previously discussed. Thousands of instructional positions in two-year colleges have been filled by qualified women in the past two decades. However, career advancement into senior level administration, and particularly into college presidencies, has been less attainable for women. Loomis and Wild (1978:2) have indicated that "the educational system in America is generally structured like a traditional home: men run the schools and women nurture the learners."

The literature occasionally suggests that women have recently made substantial gains in achieving top administrative jobs in community/junior colleges (Hankin, 1984; Hemming, 1982; Moore, 1984; Taylor, 1981; Watkins, 1985). Percentage increases in the number of women college presidents is the standard for achievement most frequently cited. In reality, the five hundred percent increase in women CEOs at two-year colleges during the last decade cited by Watkins (1985) is less impressive when one considers the fact that women still represent only eight percent (8%) of community college presidents today (Epstein and Wood, 1984).

The literature likewise indicates that there has been an increase in the number of women in other senior level administrative positions in recent years.

However, female representation, when compared to male representation, is equally sparse. Finlay and Crosson (1981) stated that women academic deans constitute 15.9 percent of all community/junior college academic deans, while 8.1 percent of all chief fiscal officers are women. Overall, only sixteen percent (16%) of administrative posts at two-year colleges are held by women.

The administrative functions delegated to women in community/junior colleges further reflect the assumption that men and women do indeed possess divergent traits that precipitate differential leadership effectiveness.

Rosabeth Moss Kanter (1977) has reported that women are more than likely delegated people-handling, staff functions deemed more appropriate to their presumed greater understanding of people and highly participative nature. She contends that when women are made the social workers of management, and thereby removed from central policy-making roles, the stereotypical sex role differences are further perpetuated. As a result of these stereotypical assumptions, female administrators are more commonly concentrated in people-oriented positions in two-year colleges such as student services, counseling, instructional resources, and financial aid, while males dominate the central decision-making positions such as

presidencies, provosts, academic and financial deans (Tinsley, Secor, and Kaplan, 1984).

Whether or not differences in the leadership styles and leader effectiveness of males and females actually exist, many qualified women in higher education are perceived as possessing different, and therefore ineffective, management styles compared to their male counterparts. This has had, and continues to have, a decidedly negative impact on the advancement of females into higher education administration and represents a costly underutilization of human resources in America's colleges. Since no research on the topic has been specifically conducted in the field of higher education administration, little reliable data exists to clarify the controversy.

Epstein and Wood (1984:19) summarize the importance of resolving this issue.

> Having already opened the doors of education and career opportunities to women, community colleges can place themselves at the forefront of human resource development by widening those doors still further, this time to professional women who seek entry into the highest levels of college administration. The importance and visibility of community colleges within their service areas place them in an excellent position to set an example for other organizations, public and private, to follow.

Before this example can be set, the question of differences in management styles, and subsequently leader effectiveness, must be resolved.

Chapter 3

PROCEDURES AND METHODOLOGY

Selection of Survey Instrument

For the purpose of this study, Hersey and Blanchard's Theory of Situational Leadership and their Leader Effectiveness and Adaptability Description Instrument (1973) were utilized. Hersey and Blanchard (1977) indicate that leadership effectiveness is a function of an administrator's ability to vary his/her leadership styles to accommodate different situations.

Some administrators seem limited to one primary style of leadership. As a result, these more rigid leaders tend only to be effective in situations where environments are static and where little change occurs over time. The operational environment in higher education has become extremely dynamic in recent years with substantial changes forecast to continue for at least the next decade (Cross, 1983; LeCroy, 1982; McCabe, 1984; Richardson, 1984; Zoglin, 1982). Rigid, highly autocratic management styles may not be as compatible with this dynamic environment. Naisbett (1982) stated that successful managers in the next two decades will have to acquire skills that are demonstrably different than those exhibited in the past

two decades. He contends that these differences have been necessitated by the changes in our society that now require managers to be "high-touch" information sharers in a "high-tech" world.

Flexible, more adaptable leaders, have the potential to be effective in a number of situations. The leadership styles of an individual administrator, which can be measured by the LEAD instrument, indicate the extent to which the administrator is able to adapt to changes and to different situations (Drucker, 1974; Herzberg, 1976; Jago and Vroom, 1982; Lorsch and Morse, 1974; Mortimer and McConnell, 1978; Peters and Waterman, 1982; Richardson, 1984). This adaptability, according to Hersey and Blanchard (1981:4) represents the degree to which leaders, "are able to vary their style of management appropriately to the demands of a given situation." Adaptability, therefore is the key to leader effectiveness.

Methodology

Selection of Participants

A listing of over 2360 two-year college administrators from 1219 community/junior colleges in the United States (American Association of Community and Junior Colleges, 1984) was utilized to select a sample population for this investigation. Since male senior level administrators far outnumbered female senior level

administrators, the available number of females established the size of the sample population. Equal proportions of females and males were selected. One hundred fifty females were identified based on total availability. In accordance with the sampling procedures specified by Krejcie and Morgan (1970), a random sample of one hundred fifty male administrators was also selected for participation in the study. A computerized random number generator was used to select male participants, thereby insuring each of the male administrators listed by the AACJC an equal probability of being selected.

Collection of the Data

Once the sample had been drawn, each selected participant was mailed a copy of the LEAD-Self Instrument designed by Hersey and Blanchard (1973) and a biographical/situational questionnaire. Instructions for completing each instrument were included in the mailout. Copies of both instruments and their accompanying instructions are attached in the appendix.

Description of the LEAD-Self Instrument

LEAD-Self data constituted a self-perception of actions that each administrator would take given twelve management decision-making alternatives.

The twelve situations were differentiated in the following manner:

1. three situations involved decisions with groups of low-maturity subordinates,

2. three situations involved decisions with groups of low to moderate maturity subordinates,

3. three situations involved decisions with groups of moderate to high maturity subordinates, and

4. three situations involved decisions with groups of high-maturity subordinates.

For each of the situations, participants were presented with a choice among four alternative actions. Participants indicated the alternative action that best described their decision to solve the management problem existing with that group of subordinates. Each response carried a value of either -2, -1, +1, or +2 depending on the appropriateness of the response and its effectiveness in leading the subordinate groups given the situation.

Participants selecting the +2 choice in all twelve situations, would have scored a +24 (the highest score attainable) on the effectiveness dimension of the LEAD-Self and the mixture of responses chosen would have indicated a highly adaptable leadership style. Scores on the effectiveness continuum could have conceivably ranged from -24 (extremely ineffective) to +24 (extremely effective).

It is important to note that participants had three opportunities in each of the four leadership style categories in which to cross-validate their preferences for action. This cross-validation process makes the end results of the inquiry more reliable and representative of actual leadership behavior.

Validity and Reliability of the LEAD-Self

The LEAD-Self measures specific aspects of leader behavior in terms of the Situational Leadership Theoretical Model. Greene (1980) reported that the LEAD-Self was standardized on the responses of managers constituting a North American sample. Eleven of the twelve item validations for the adaptability scores were significant beyond the .01 level and the twelfth was significant at the .05 level.

Green (1980:1) further stated that

> the stability of the instrument was moderately strong. In two administrations across a six-week interval, 75 percent of the managers maintained their leadership style. The scores remained relatively stable across time, and a user may rely upon the results as consistent measures.

He also reported that several empirical validity studies have been conducted on the LEAD-Self Instrument. Greene (1980:2) further stated that

> ninety-six percent of the item options yielded expected relationships, and that a significant ($p<.01$) correlation of .67 was found between the LEAD-Self scores of participants and the actual independent ratings of their supervisors.

Based upon these findings pertaining to the reliability and validity of the instrument, Greene deems the LEAD-Self to be an empirically sound instrument.

Description of the Biographical and Situational Instrument

The instrument that was used to collect selected biographical and situational data was patterned after a questionnaire constructed by Keough (1982) to identify similar variables associated with mentorship in higher education.

The biographical data collected included: (a) educational achievement level, (b) age, (c) marital status, and (d) gender. The situational data collected included: (a) present administrative area of responsibility, (b) institutional enrollment, (c) number of hierarchical levels between participants and their chief executive officers, (d) number of years experience in higher education, (e) number of years experience in higher education administration, (f) number of years experience in the present senior level administrative position, and (g) whether or not management decisions involved a collective bargaining process. A copy of this instrument is attached in the appendix.

In an attempt to reduce the potential participant biases that could have been associated with a sex-difference study of this type, questionnaires were color-coded to identify gender without direct inquiry.

All mailouts included a cover letter (see appendix) and a self-addressed, postage-paid return mail envelope to encourage a higher response rate. The cover letter did not disclose that the research objective was to compare leadership styles of male and female administrators. It simply stated that the leadership styles of two-year college administrators were being studied. A response rate of at least forty percent was anticipated.

Treatment of the Data

The biographical and situational data (independent variables) were analyzed to determine any significant impacts on participants' leadership styles (dependent variable).

Participants were not asked to score and analyze their own survey instruments. Such actions might have discouraged participants from returning their completed questionnaires had the scored results not matched their expectations.

All scoring was done when questionnaires had been returned. Hersey and Blanchard's Scoring and Analysis form for the LEAD-Self Instrument was utilized for this purpose. A copy of this form is attached in the appendix. Biographical and situational responses were tabulated to acquire cumulative frequencies of each survey item.

For scoring purposes, the four leadership styles identified by Hersey and Blanchard were arranged along a continuum with a score of 1 indicating a highly authoritative, task-oriented management style and a score of 4 indicating a highly participative, people-oriented management style. Participants' style scores represented values along the continuum.

To test the null hypotheses in this investigation, z-tests for sample means were employed and a significance level of .05 was established. This procedure ensured that the maximum probability of accepting a false research hypothesis was no greater than five percent. The critical z-value for these tests of significance was ± 1.96. A calculated z-statistic exceeding ± 1.96 in either test would have led to the rejection of the specific null hypothesis.

Data tabulation tables were produced to enable the calculation of z-test scores for different combinations of biographical and situational variables compared to leadership style and effectiveness scores. Copies of these data tables are attached in the appendix. Statistics for this analysis were produced from raw data entered into a DEC:PDP 1170 mainframe computer.

Chapter 4

PRESENTATION OF RESULTS

A response rate of 78.3 percent was realized on the first mailing of the survey instruments. Total responses equalled 235 with 111 women and 124 men returning questionnaires. Eight returned questionnaires were incomplete and therefore not usable. The adjusted response rate was 75.7 percent. Responses from 106 women and 121 men comprised the data base for the study.

Biographical/Situational Data

Figure 1 reflects the composite biographical characteristics of survey participants. None of the administrators responding to the survey were under thirty years of age. Slightly more than 30 percent of the women were under forty years of age, while over 82 percent of the men were forty or older. Nearly three fourths of the women were fifty years of age or younger.

Almost 69 percent of the men held a doctoral degree compared to 50 percent of the women. Sixty percent of all responding administrators, male and female, held the terminal degree.

The vast majority of men (92.6%) were married. A large proportion of women (41.5%) were unmarried. Almost half of the unmarried women were divorced. Roughly 6 percent of the men were divorced.

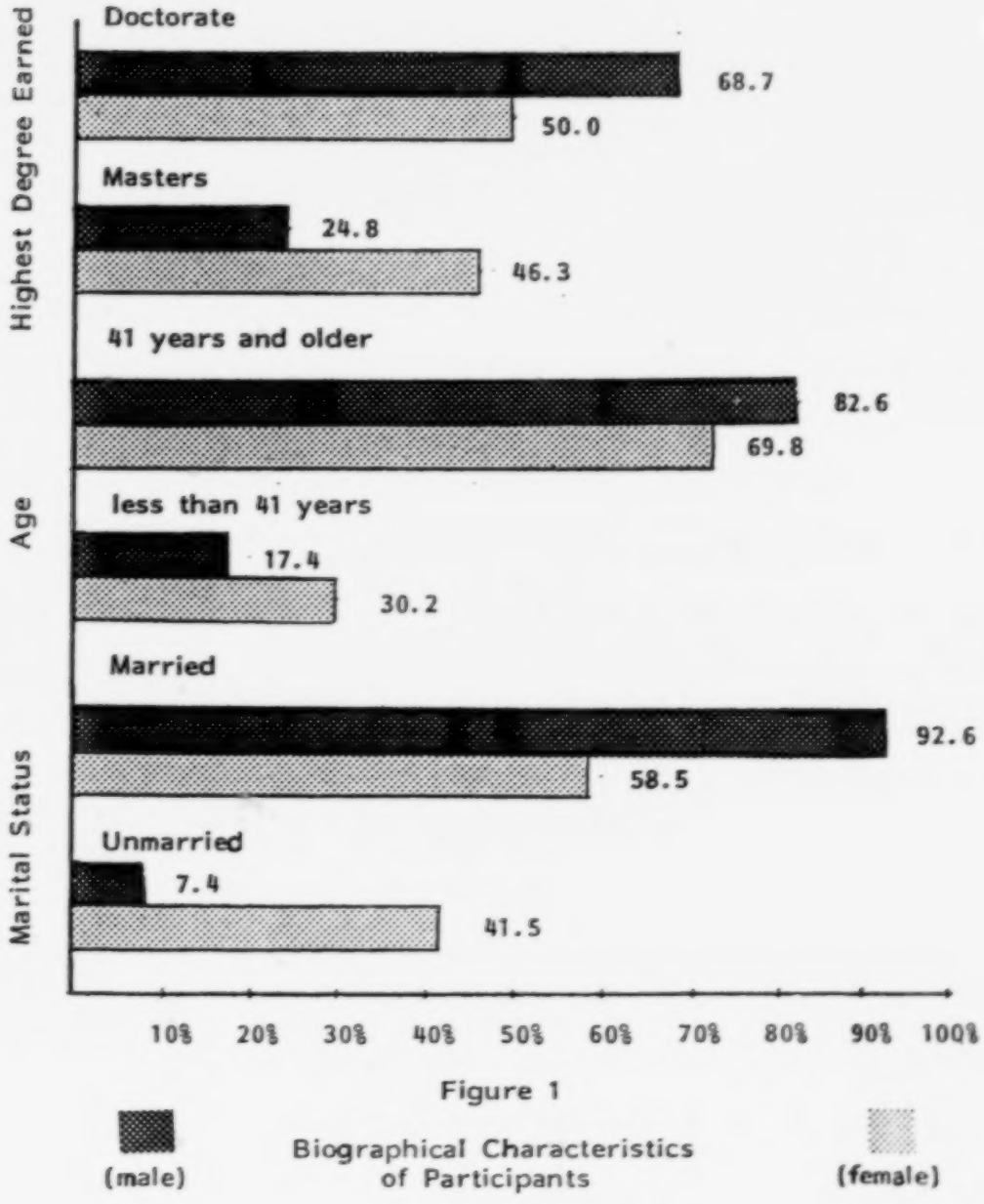

Figure 1

Biographical Characteristics of Participants

Figure 2 reflects situational characteristics of participants related to their administrative positions. The majority of both males and females had administrative responsibilities in instructional areas, either academic or occupational. A higher percentage of men (77.7%) had instructional/academic responsibilities than did women (62.3%). Women were three times more likely than men to have job responsibilities in student services.

Fifty-three percent of the participants worked at colleges with a student population of 3000 or less full-time equivalent students (FTE). Thirty percent of the participants worked at colleges with 5000 FTE or more. Women administrators were five times more likely than men to work at a college with an FTE enrollment less than 1000 students.

There was basically even representation of participants who worked at colleges with faculty collective bargaining units and those who worked at colleges that did not have bargaining units. Forty-seven percent of the female administrators and 52.8 percent of the male administrators worked at colleges with collective bargaining agreements for faculty.

Both men and women were basically equal in hierarchical status at their respective institutions. Ninety-five percent of the female administrators and

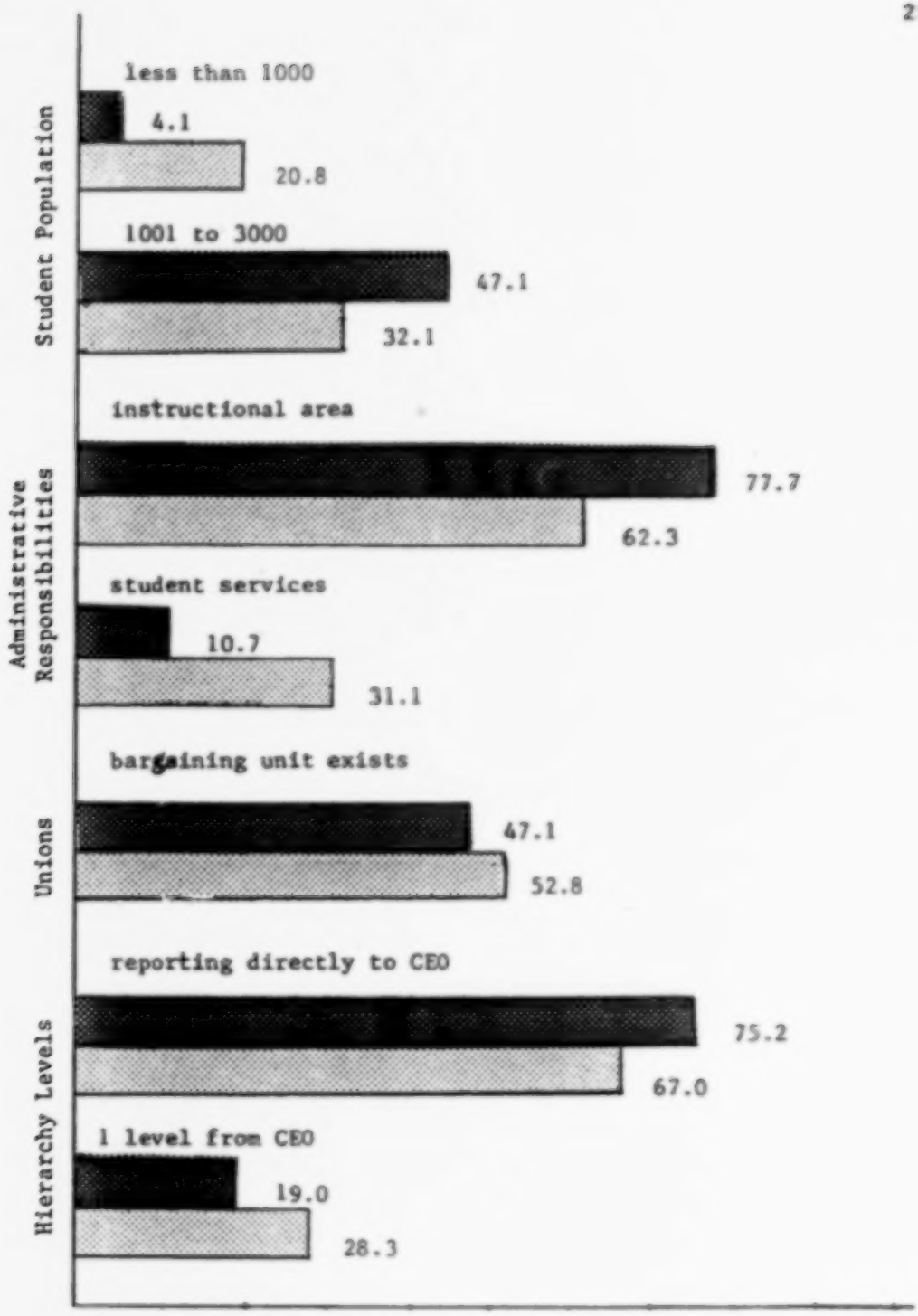

Figure 2

Situational Characteristics Regarding Job Positions

ninety-four percent of the male administrators either reported directly to their chief executive officer or directly to another administrator who reported to the CEO. Seventy-five percent of the male administrators and sixty-seven percent of the female administrators reported directly to their CEO.

Figure 3 depicts the situational characteristics of participants regarding their educational work experience. Fifty-six percent of the administrators responding to the survey questionnaire had been in higher education for sixteen or more years. Roughly 65 percent of the male administrators and 47 percent of the female administrators had sixteen or more years of experience in higher education in either instructional and/or administrative capacities.

Men had more experience in higher education administration than did women. While 65.2 percent of the men had eleven or more years of administrative experience, 59.3 percent of the women had ten years or less experience in administration. Only one in twelve women had sixteen or more years of higher education administrative experience, while one in three men had that length of experience in administration.

Almost 71 percent of the female administrators had five years or less experience in their present senior level position, compared to 44.6 percent of the male administrators. While 20.7 percent of the men had

held their senior level positions for eleven or more years only 5.6 percent of the women had held their senior level posts that long. Ninety-four percent of the female administrators responding to the survey had been in their current positions for ten years or less.

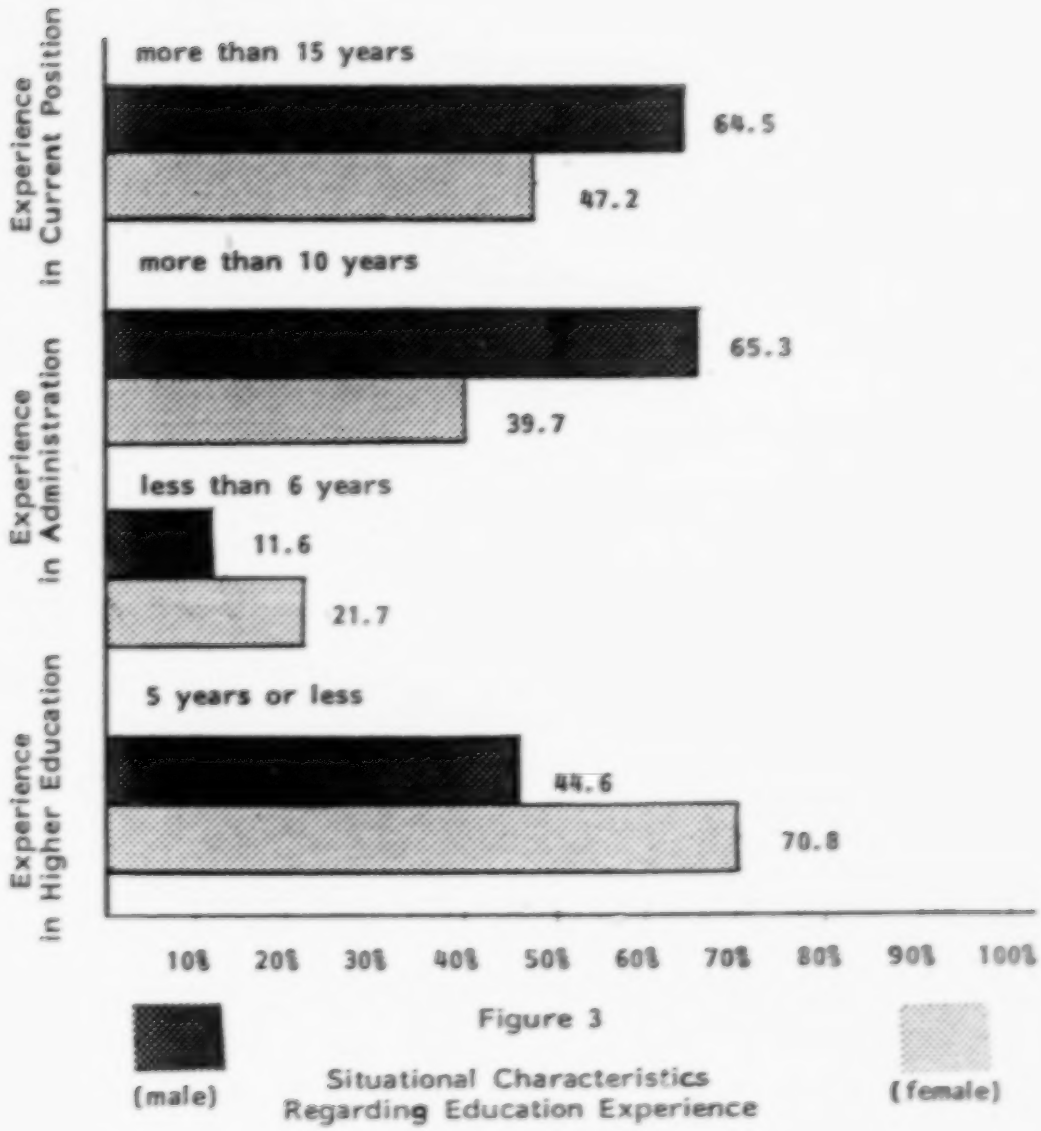

Figure 3

Situational Characteristics Regarding Education Experience

LEAD Data and Statistics

The means and standard deviations of administrators' leadership styles and leader effectiveness/adaptability indicators are shown in Table 1. These values were derived from the data tables that appear in the appendix.

Table 1 also presents the calculated z-statistics and significance level for each z-test. Obtained values for the differences in sample means of male and female administrative effectiveness were not significantly different. Therefore, the first research hypothesis that there is no significant difference in the leadership effectiveness of male and female senior level community/junior college administrators was not rejected.

Table 1

Sex Differences in Administrative Style and Administrative Effectiveness (p=.05)

Variable		Male Administrators (n=121)	Female Administrators (n=106)	Z-Score
LEAD Style	mean	2.2941	2.3499	1.6460
	s.d.	.2529	.2614	
LEAD Effectiveness	mean	11.273	11.321	-.0532
	s.d.	10.601	3.499	

Obtained values for the differences in sample means of male and female administrative style scores were not significantly different. Therefore, the second research hypothesis that there are no significant differences in the overall leadership styles of male and female senior level community/junior college administrators was also not rejected. No significant differences at the .05 level were found to exist in either the leadership styles or the leader effectiveness of male and female administrators.

Table 2 presents the means, standard deviations, and calculated z-statistics for each of the biographical and situational variables. Comparisons in administrative style scores were made for each of the biographical/situational variables and obtained values were analyzed for significant differences attributable to those variables. Of the ten comparisons made, four were significant at the .05 level for all administrators.

Significant differences in leadership styles were obtained pertaining to educational degrees, age, and institutional size. No significant differences in the leadership styles of administrators were obtained on biographical/situational variables related to the marital status, administrative role, hierarchical level, collective bargaining arrangement, or any of the three work experience categories.

Table 2

Differences in Administrative Style as a Function of Situational/Biographical Variables (n=227; p=.05)

Variable		Mean	Standard Deviation	Z-Score
1. Degree: a)	Masters	2.373	.2302	4.4898*
	vs.			
	Doctorate	2.307	.2490	
2. Age: a)	40 yrs. or less	2.2560	.2394	2.6864*
	vs. 41-50 yrs.	2.3187	.2304	
3. Age: b)	40 yrs. or less	2.2560	.2394	5.9020*
	vs. 51+ yrs.	2.3162	.2981	
4. Union:	College has faculty union	2.3355	.2359	-1.4318
	vs. no union	2.3227	.2554	
5. Marital Status:	married	2.3160	.2473	1.1407
	vs. not married	2.3460	.2348	
6. Function:	Academic vs.	2.3214	.2751	.5083
	Student Services	2.3315	.1999	
7. Level:	Reports to CEO	2.3080	.2943	1.900
	1 or more levels from CEO	2.3460	.2471	
8. Size:	3000 or less FTE	2.3129	.2327	2.2652*
	vs. 5000+ FTE	2.3428	.2420	
9. Higher Education Experience:				
	16+ years vs.	2.3244	.2529	.8669
	less than 16 yrs.	2.3369	.2642	
10. Administrative Experience:				
	11+ years vs.	2.3236	.2292	.5058
	less than 11 yrs.	2.3015	.3423	

* Significant at the .05 level of confidence

Table 3 presents the means, standard deviations, and calculated z-statistics for selected biographical and situational variables by sex. Comparisons in administrative styles were made for each of the selected variables and obtained values were analyzed for significant differences. Of the ten comparisons made, four were significant at the .05 level.

Significant differences in leadership styles were obtained when comparisons were made among unmarried females and married males, women 40 years old or younger and women over 40 years of age, women with 16 or more years of experience and women with 15 years or less experience in higher education, and women with more than 10 years of experience and women with 10 or less years of administrative experience.

No significant differences in the mean leadership styles of administrators were obtained when comparisons were made among the following groups:

1. Males (40+ years of age) and males (40 years of age or younger),

2. Males (40 years of age or younger) and females (40 years of age or younger),

3. Males (40+ years of age) and females (40 years of age or younger),

4. Males (15+ years of experience in higher education) and males (15 or less years of higher

Table 3

Differences in Administrative Styles of Selected Participant Groups as a Function of Biographical/Situational Variables (p=.05)

Variable	Mean	Standard Deviation	n	z-Score
1. AGE				
a) Females (<40)	2.2937	.1781	36	.9380*
Females (≥40)	2.3950	.2399	74	
b) Males (<40)	2.2186	.3123	21	.6424
Males (≥40)	2.3094	.3361	100	
c) Males (<40)	2.2186	.3123	21	1.2434
Females (<40)	2.2937	.1781	32	
d) Males (<40)	2.3094	.2361	100	.7548
Females (<40)	2.2937	.1781	32	
2. MARITAL STATUS				
a) Married Males	2.2637	.3363	112	4.8260*
Unmarried Females	2.3427	.2371	44	
3. HIGHER EDUCATION EXPERIENCE				
a) Males (>15yrs)	2.2809	.2345	78	1.2430
Males (≤15yrs)	2.3223	.2793	43	
b) Females (>15yrs)	2.4070	.2587	50	3.1736*
Females (≤15yrs)	2.3229	.1885	56	
4. ADMINISTRATIVE EXPERIENCE				
a) Males (>10yrs)	2.2741	.2158	79	1.3054
Males (≤10yrs)	2.3283	.3117	42	
b) Females (>10yrs)	2.4050	.2465	42	2.8803*
Females (≤10yrs)	2.3309	.2241	64	
c) Males (≤10yrs)	2.3283	.3117	42	0.0667
Females (≤10yrs)	2.3309	.2241	64	

education experience),

5. Males (10+ years of administrative experience) and males (10 or fewer years of administrative experience), and

6. Males (10 or fewer years of experience in higher education administration) and females (10 or fewer years of administrative experience).

Chapter 5

INTERPRETATIONS, CONCLUSIONS AND RECOMMENDATIONS

Interpretation of Findings

General Discussion

The importance of studying sex differentials in leadership has increased in recent years with the increased incidence of females in leadership positions throughout American industry, government, and education. The literature suggests that since men and women have been conditioned by societal expectations, certain sex role stereotypes can emerge which influence personality development and behavioral patterns for both men and women.

Eichler and Lapointe (1985:13) indicate that "there have been many attempts to explain sex roles by biological differences between the sexes." It is important to avoid equating leadership style differences or any other socio-cultural differences between the sexes with biological differences. This applies to all stages of the research process, but particularly to the interpretation of research findings when dealing with statistical differences.

The results of this study indicate, that, although there may be differences in individual

leadership behavior between specific male and female administrators in America's two-year colleges, there are no significant differences in their overall leadership effectiveness or their overall leadership style. Although, female administrators, in general, exhibited a slightly more participative leadership style than their male counterparts, the difference was not statistically significant. It was equally evident that female administrators did not have a significantly higher need for fostering good interpersonal relationships than did their male colleagues. Also important in these findings is the fact that the male administrators studied were not significantly more task-oriented or authoritatively inclined than their female counterparts.

Another important finding of this investigation related to leadership effectiveness. Contrary to the expectations associated with traditional male/female management models, no significant differences in leadership effectiveness were observed in this study. In fact, women exhibited slightly higher effectiveness scores and considerable more consistent scores than male administrators. The variance of female effectiveness scores was much lower than the variance of male effectiveness scores.

Based upon the findings of this investigation the two research hypotheses advanced in this study could not be rejected. Findings indicated that there were no

significant differences in either the leadership styles or leadership effectiveness of male and female two-year college administrators.

The specific findings of this study are particularly important because the design of this research eliminated many of the deficiencies identified in previous research. This study involved management practitioners rather than graduate students, self-perceptions rather than subordinate-perceptions, and actual responses to management decision-making alternatives rather than peer ratings of decision-making effectiveness. This study also employed a reliable, validated survey instrument that produced an extremely high response rate.

Discussion of Specific Findings Regarding Biographical and Situational Variables

Several researchers have proposed that one of the primary reasons that women academicians are perceived to be less qualified (in terms of hiring, promotion, tenure, and salary decisions) is that male administrators do not consider them to be as expert and influential in their respective fields (Brewer, Ainsworth, and Wynne, 1984; Kanter, 1977; Reif and Hudson, 1981; White, De Sanctis, and Crino, 1981).

Expert power. Kanter (1977) concluded that the problems of effective leadership are more a function of

expert power than sex, defining expert power as the possession of knowledge and skills for which there is a strong demand.

Although research conducted in the sixties and seventies indicated a wide disparity in the educational achievements of male and female managers and academicians, the results of this study suggest that this disparity is diminishing. The norm for acquiring entry level positions at most community/junior colleges has traditionally been a master's degree. It appears that both males and females have accepted this formal norm. Paul, Sweet, and Bingham (1980) contend that males, however, have more frequently surpassed this formal norm, recognizing an informal norm which equates higher-level educational credentials with higher-level positions. In their study, men proved twice as likely to hold the doctorate than women.

This investigation suggests that women, as well as men, have now identified increased opportunity with increased educational credentials. One in every two female senior level administrators surveyed held the doctoral degree while two in every three men held that degree, indicating an increased quest for expert power among women.

Careers vs. families. The findings of this investigation support observations made by Fraker

(1984:44) that "thousands of women are opting for careers rather than husbands and children." While only 7.4 percent of the men had never been married or were divorced, 41.5 percent of the women had either never been married or were divorced. Slightly less than six percent of the male administrators in this study were divorced compared to almost twenty percent of the female administrators.

Job responsibilities. No significant difference in leadership styles were found to exist among administrators as a function of their job responsibilities. Student services administrators and instructional administrators, both academic and occupational/technical, exhibited highly similar leadership styles.

Research findings further support the education literature regarding job responsibilities of male and female administrators. This study reflected that women were three times more likely than men to hold an administrative position in student services or student affairs, thus validating a tendency to place women in people-oriented, more collaborative types of positions.

Institutional size. Another research finding that complements the existing literature pertains to the higher incidence of female administrators at small colleges. Women were five times more likely than men to

hold an administrative position at a college that had a full-time equivalent enrollment of less than 1000 students. However, findings conflicted with historical employment patterns in that a higher proportion of women (37.2%) than men (29.2%) held administrative posts at colleges with an FTE enrollment exceeding 5000 students.

This departure from previous findings suggests a somewhat broader acceptance of women in administrative levels throughout higher education in recent years, at larger as well as smaller institutions. Such a proposition is further supported by the research findings that the vast majority (70.8%) of the female administrators surveyed had been appointed to their current positions within the past five years and that almost all of them (94.4%) have achieved their present, high-level status within the past decade.

Although the general findings of this study suggest that, overall, there are no significant differences in the leadership styles or effectiveness of administrators based on biographical/situational variables, including gender, there are several specific findings and/or differences worthy of individual consideration.

Leadership styles at smaller institutions (less than 3000 FTE) tended to be more authoritative and task-oriented, while leadership styles at larger institutions (FTE exceeding 3000 students) were commonly

more participative and people-oriented. Such an occurrence is highly compatible with management leadership theories. Greater communication, collaboration, and participative decision-making generally transpires in organizations where there are large numbers of employees dispersed among numerous departments, functions, and hierarchical levels. Less participation, communication, and collaboration is often evident in smaller organizations serving fewer clients.

Collective bargaining. Although labor relations literature frequently cites the differences in management processes that are precipitated in an organization by the advent of collective bargaining, there is little evidence in the literature to support changes in actual management style. The findings in this investigation likewise conclude that there is no significant difference between the leadership styles of administrators who deal with bargaining units on their respective campuses and those who do not.

Age differentials. A significant difference in the leadership styles of administrators was, however, reflected as a function of age. Administrators over forty years of age, overall, exhibited a more participative, less authoritative leadership style than their younger counterparts. Younger administrators, both male and female, tended to reveal a more

task-oriented, autocratic leadership style. Older administrators, for the most part, had held their positions longer and had more experience in higher education administration. This longer management maturation process could possibly explain the willingness of older administrators to decentralize decision-making. There was even a greater tendency to decentralize after an administrator passed the age of fifty.

Differences among women. Brady (1983:156) contends that "there is a new breed of woman leader" emerging in higher education. The leadership style and effectiveness data from this investigation appears to support that contention. While no significant differences in the management styles of male administrators were detected, this study identified several significant differences in the management styles of younger female administrators and their older female counterparts. Younger females, those 40 and younger, tended to display leadership styles that were highly comparable to those exhibited by male administrators. These styles reflected a tendency toward more centralized decision-making, higher task orientation, and less participation, all characteristics of the traditional masculine management model.

Older females, those over forty, closely paralleled the traditional feminine management model. They tended to reveal more participative decision-making approaches and more collaborative management styles that emphasized decentralization of authority.

Similarly, the numbers of years of both higher education and administrative experience were not a significant factor in differentiating male leadership styles. However, they were significant factors in differentiating female administrative styles. Females with fifteen or more years of higher education experience exhibited a more participative leadership style than females with less higher education experience. Likewise, females with greater than 10 years administrative experience displayed more participative styles than females with 10 or fewer years of administrative experience.

The behavioral differences in these two groups of female administrators may be a function of a management maturation process, an aging process, or a function of the differences in their socialization process. Although a causation analysis is beyond the scope of this investigation, the study does raise several questions that should be addressed through future research.

Whether or not differences in female management styles evolve due to aging is one such question. Do

women and (as this study suggests to a lesser extent) men in higher education, change their management styles as they grow older and gain increased management experience? Or is some other factor responsible for the differences?

Have the different social environments experienced by women during their indoctrination into higher education management caused the differences in leadership styles? Having been nurtured in an environment that was more receptive to female managers, have younger female administrators adopted a different style of leadership than older female administrators who were nurtured in a more restrictive, traditional management environment?

Studies can be found in the management literature that advocate both of these philosophies, however, a growing body of research supports the contention that new female managers are more likely to emulate the behavior they witness and experience within the environment in which their management apprenticeships take place. Whether or not management styles change over time has not been documented in any longitudinal study. Such studies in the future will be important to answering these questions.

Conclusions

Previous research dealing with perceptual differences in male and female leadership styles have, in most cases, concluded that successful administrators are perceived to possess those characteristics more commonly ascribed to men, in general, than to women, in general (Bartol and Butterfield, 1976; Benton, 1980; Brown and Geis, 1984; Fraker, 1984; Friesen, 1983; Hemming, 1982; Jago and Vroom, 1982; Schein, 1972).

The results of this investigation suggest that these stereotypical perceptions are erroneous. Holt (1981:21) states that

> since there are no signs that women will reverse their present interest in participating in higher education, it would be foolish to stereotype women who are attempting to move ahead in academe.

This study documents a definite tendency for young female administrators to ascribe to a more traditional, male model of management. Even if there are no overall differences in the leadership styles or effectiveness of male and female administrators, as this study suggests, the fact remains that there is a wide disparity in the number of male and female senior level administrators employed in community/junior colleges in the United States.

Benton reviewed research that has attempted to identify the reasons why so few women occupy

top-level administrative positions in higher education. Benton (1980:7) stated that the studies,

> overwhelmingly cited traditional cultural conditioning of men and women to conform to sex-role stereotypes as the primary reason why so few women hold administrative positions in public community colleges.

Bartol and Butterfield (1976) suggested another rationale for the present disparity in the numbers of male and female college administrators. They (1976:452) stated that "what is considered effective managerial behavior for a male may not be considered effective for a female." In a study they conducted, identical leader behavior was evaluated differently depending on whether or not the leader was male or female, suggesting that different standards are frequently used to evaluate male and female managers when they use authoritative and participative leadership styles. They further cited a propensity to judge women's performance more critically than men's performance. Similar findings regarding different evaluation standards for males and females are common in the literature (Fraker, 1984; Friesen, 1983; Hemming, 1982; Jago and Vroom, 1982; White, De Sanctis, and Crino, 1981).

Using different standards to evaluate male and female performance constitutes sex discrimination. Brown and Geis (1984:812) stated that "educated people sincerely disavow such discriminatory behavior when the topic is the focus of their conscious attention," but

when conscious attention is focused on other matters (such as enrollment, academic policy curriculum, and finances) they suggest that "stereotypes operate unconsciously as automatic expectations."

Fraker (1984) stated that such discriminatory practices on the part of employers are more subtle today than prior to the enforcement of affirmative action legislation. Hemming (1982:6) documented the specific types of discrimination cited by female applicants seeking jobs at community colleges. She stated that

> the kinds of discriminatory practices experienced included failure to share information, differential job titles, stereotyping abilities, and "informal 'good ole boys' meetings where decisions are made without women present," negative reactions to women working on doctoral degrees, "the rationale that women don't/can't know voc. ed.," and the idea that men don't like women bosses.

This investigation has documented a lessening of the educational gap between men and women in two-year college administration in recent years and the similarities in the management styles and leadership effectiveness of male and female administrators. It has also documented the higher concentration of female community college administrators in people-oriented positions, which conforms to traditional sex-role stereotypes. Such evidence suggests that sex discrimination still exists in employment and promotion practices in community/junior colleges in the United States.

Evidence from this investigation and other sources also suggests, however, that discriminatory actions are less frequent and less blatant than a decade ago. Recent studies, previously cited, have documented increases in the numbers of female, higher education administrators in the past decade. This study reinforces those findings, indicating that most female administrators have acquired their positions within the past five years, and that the female senior level administrators studied enjoy the same status in their colleges as their male colleagues. This investigation has also documented the fact that a growing number of female administrators are being employed at larger colleges and in positions other than student affairs.

All of these factors indicate progress toward equal opportunities for women and men in higher education. There are many reasons for this progress, including the existence of affirmative action legislation and the resurgence of the women's movement. However, the strongest factor may be a growing awareness on the part of men, both collectively and individually, of the potential, capabilities, and aspirations of women professionals in higher education.

These positive trends will hopefully persist in the future. However, both males and females must take an active role to ensure the continuation of the recent progress.

Recommendations

One hypothesis that appears reasonable is that existing discriminatory practices in higher education will further diminish in the future with the simple passage of time. Today, younger male administrators are working more frequently and more closely with female administrators than did their older male colleagues, who more than likely entered higher education management in an era when few women were employed as instructors and even fewer as administrators.

This lengthened exposure to females in administrative roles may serve to modify many of the stereotypical perceptions of women. Perhaps even more influential to the perceptions of young male administrators may be the changing roles of their wives and female social peers. Hopefully, as sex-role stereotypes become less associated with requisite management characteristics, the psychological barriers for women will become lowered, thereby affording a greater opportunity for them to enter into and advance within the administrative ranks of higher education in America.

Until that passage of time, however, there are specific strategies that both men and women can implement to help facilitate the further elimination of discriminatory sex-role stereotyping in community/junior college administration.

Recommendations for the Improvement of Practice

Several strategies that can be implemented by women themselves, or by their respective colleges, have been cited in the literature:

1. Women should further increase their skills and education levels through both graduate study and self-improvement seminars in areas such as assertiveness training, effective communications, and management practices (McPheron and Smith, 1981; Paul, Sweet, and Brigham, 1980; Reif and Hudson, 1981; Taylor, 1984).

2. Women should capitalize on opportunities for networking at both the professional level, to gain information and assistance regarding career advancement, and at the personal level to seek help with problems experienced by women managers (Fraker, 1984; Holt, 1981; White, De Sanctis, and Crino, 1981).

3. Colleges should establish administrative internship programs that would provide talented men and women with opportunities to develop their management abilities and broaden their understanding of administrative problems (Epstein and Wood, 1984; Fraker, 1984).

4. Colleges should provide in-service management development opportunities and encourage off-site participation in professional conferences and workshops (Epstein and Wood, 1984; White, De Sanctis, and Crino, 1981).

5. Women could emulate some of the characteristics and behaviors of male administrators. Obviously, females cannot become males, but they can examine the styles and traits that have proven successful for top-level male administrators and perhaps adopt some of those behaviors in an attempt to enhance their career paths (Paul, Sweet, and Brigham, 1980; Perry, 1983; White, De Sanctis, and Crino, 1981).

6. Women should identify and enlist an influential mentor to advise them in their quest for management development (Holt, 1981; Ironside, 1983; Keough, 1982).

7. White, De Sanctis, and Crino (1981) suggest that women should take greater advantage of professional career counseling and career education information to help them develop and communicate their career aspirations and plans.

8. Benton (1980) recommends that women formally affiliate themselves more closely with national organizations, both professional and educational, and to develop professionally-oriented, informal affiliations with male decision-makers in their respective institutions.

9. Women must effectively address and eliminate their feelings of low esteem. Training to develop positive self-concepts is recommended throughout the literature (Benton, 1980; Friesen, 1983; Hemming, 1982; Kanter, 1977; Taylor, 1984).

Two recommendations directed toward men address the need to modify the affective domain of decision-making regarding female administrators.

1. Male administrators should evaluate hiring practices in their respective institutions and modify them in a manner that will reduce both blatant and subconsciously motivated acts of discrimination (Fraker, 1984; Jones, 1984; Reif and Hudson, 1981).

2. Colleges should conduct sexism awareness workshops for male administrators that would share information similar to the findings of this investigation and raise the consciousness of how sexist behaviors can disable the career aspirations of talented women in higher education (Epstein and Wood, 1984; Fraker, 1984; Friesen, 1983).

Specific Strategies for Improvement at Phillips County Community College

Strategies for improvement at Phillips County Community College must include an increased awareness of the similarities between male and female administrators, training to help decision-makers reduce unconsciously motivated sex-role stereotyping, and increased professional development opportunities for female employees.

First, the findings of this investigation and similar studies concluding that there are no differences

in management ability based on sex, need to be shared among top-level and middle-level decision-makers at the institution. Second, training for department heads needs to be conducted to increase awareness of the attitudes, practices, and procedures that may evoke subtle discrimination in the employment and promotion processes at the college.

Finally, there needs to be an increased commitment to providing opportunities for growth and development among all employees who aspire to management positions, particularly women. Specific recommendations include:

1. the development of an administrative internship program for faculty members interested in becoming administrators. This program would permit the various administrative units of the college to suggest administrative intern assignments for faculty members as a part of their responsibilities for a particular semester or for the summer.

2. An important element of this internship program would be the close working relationships that would be established between faculty members and supervising administrators, who would teach specific skills, guide and support the administrative interns, and introduce them to the expectations of the administrative office. Such mentorship is commonly recognized as a very important component of professional

development and career advancement in higher education.

3. Additional training opportunities should be provided by increasing financial support for faculty development. Funds should be provided for both graduate study and for in-service training in management skills.

4. Affiliations with national and state professional organizations and educational groups should be encouraged and supported.

5. Personal development opportunities should be provided to help interested females acquire assertiveness training, improve written and verbal business communications and research skills, and to increase an awareness of the similarities in male and female administrative styles as evidenced in this and other studies. Training that provides suggestions for effectively dealing with sex-role stereotyping, where it does exist, would also be beneficial to aspiring female administrators.

Strategies for Diffusing Research Findings

McPheron and Smith (1981:24) emphasized that, "the research which indicates that women have been and can be effective administrators needs to be popularized." In a similar statement two years later, Huling, Richardson, and Hord (1983:54) suggested that

> although educational research has produced new understandings that, if applied by practitioners, could improve effectiveness, much of it has

> remained unused. The most obvious explanation is that the findings are not effectively disseminated to practitioners.

Given the current void in the literature on educational administration pertaining specifically to this topic, several opportunities for the diffusion of the findings from this particular study appear to exist.

The completed study will be submitted to the ERIC Clearinghouse for Junior Colleges. Through the ERIC Document Reproduction Service (EDRS) the findings can be made available to individuals interested in higher education administration.

A mailing of the preliminary findings of this investigation was made in late September, 1985, to four national organizations. Two organizations have already responded indicating an interest in having the entire study presented at conferences and workshops sponsored by the organizations.

In addition three of the organizations have requested manuscripts for publication consideration. Those groups include the American Association of Women in Community and Junior Colleges (AAWCJC), the National Association of Women Deans, Administrators, and Counselors (NAWDAC), and Pi Lambda Theta, which publishes Educational Horizons. The possibilities of publishing the findings in other professional journals in the fields of education and management also exist and will be pursued.

In addition to these opportunities, the Study Center for Gender Education and Human Development at the Harvard University Graduate School of Education has also expressed an interest in the findings from this investigation. Dr. Nona Lyons at Harvard learned of this study from the Institute for Leadership Development (Phoenix, Arizona) and has expressed interest in the research design as a possible approach to develop a project concerning male/female leadership styles in American universities.

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APPENDIX

Cover Letter for

Survey Instruments

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JOE WEISBERGER

March 7, 1985

Dear

As a doctoral candidate in higher education, I have become aware of the scarcity of information pertaining to the management styles of college administrators. Virtually no specific research of this type has been conducted in the field of higher education.

The purpose of my dissertation is to investigate the various leadership styles practiced by two-year college administrators in the United States. You are one of a small number of administrators selected from over 2,300 two-year college leaders at the 1,219 community/junior colleges affiliated with the AACJC. Given such a small number of participants, your response to the attached questionnaires is extremely important to the success of this study.

Please take a few minutes to complete the LEAD-Self instrument and the biographical data sheet enclosed. When completed, please return both questionnaires in the postage-paid, addressed envelope provided.

Thank you for your participation in this research.

Sincerely,

Steven W. Jones
Dean of College Affairs

SWJ:bas

Attachment

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LEAD Self

Developed by Paul Hersey and Kenneth H. Blanchard

Directions:
Assume YOU are involved in each of the following twelve situations. Each situation has four alternative actions you might initiate. READ each item carefully. THINK about what YOU would do in each circumstance. Then CIRCLE the letter of the alternative action choice which you think would most closely describe YOUR behavior in the situation presented. Circle only *one choice*.

Leader Effectiveness & Adaptability Description

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Leader Effectiveness & Adaptability Description

	SITUATION	ALTERNATIVE ACTIONS
1	Your subordinates are not responding lately to your friendly conversation and obvious concern for their welfare. Their performance is declining rapidly.	A. Emphasize the use of uniform procedures and the necessity for task accomplishment. B. Make yourself available for discussion but don't push your involvement. C. Talk with subordinates and then set goals. D. Intentionally do not intervene.
2	The observable performance of your group is increasing. You have been making sure that all members were aware of their responsibilities and expected standards of performance.	A. Engage in friendly interaction, but continue to make sure that all members are aware of their responsibilities and expected standards of performance. B. Take no definite action. C. Do what you can to make the group feel important and involved. D. Emphasize the importance of deadlines and tasks.
3	Members of your group are unable to solve a problem themselves. You have normally left them alone. Group performance and interpersonal relations have been good.	A. Work with the group and together engage in problem-solving. B. Let the group work it out. C. Act quickly and firmly to correct and redirect. D. Encourage group to work on problem and be supportive of their efforts.
4	You are considering a change. Your subordinates have a fine record of accomplishment. They respect the need for change.	A. Allow group involvement in developing the change, but don't be too directive. B. Announce changes and then implement with close supervision. C. Allow group to formulate its own direction. D. Incorporate group recommendations, but you direct the change.
5	The performance of your group has been dropping during the last few months. Members have been unconcerned with meeting objectives. Redefining roles and responsibilities has helped in the past. They have continually needed reminding to have their tasks done on time.	A. Allow group to formulate its own direction. B. Incorporate group recommendations, but see that objectives are met. C. Redefine roles and responsibilities and supervise carefully. D. Allow group involvement in determining roles and responsibilities but don't be too directive.
6	You stepped into an efficiently run organization. The previous administrator tightly controlled the situation. You want to maintain a productive situation, but would like to begin humanizing the environment.	A. Do what you can to make group feel important and involved. B. Emphasize the importance of deadlines and tasks. C. Intentionally do not intervene. D. Get group involved in decision-making, but see that objectives are met.

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7

SITUATION

You are considering changing to a structure that will be new to your group. Members of the group have made suggestions about needed change. The group has been productive and demonstrated flexibility in its operations.

ALTERNATIVE ACTIONS

A. Define the change and supervise carefully.
B. Participate with the group in developing the change but allow members to organize the implementation.
C. Be willing to make changes as recommended, but maintain control of implementation.
D. Avoid confrontation; leave things alone.

8

SITUATION

Group performance and interpersonal relations are good. You feel somewhat unsure about your lack of direction of the group.

ALTERNATIVE ACTIONS

A. Leave the group alone.
B. Discuss the situation with the group and then you initiate necessary changes.
C. Take steps to direct subordinates toward working in a well-defined manner.
D. Be supportive in discussing the situation with the group but not too directive.

9

SITUATION

Your superior has appointed you to head a task force that is far overdue in making requested recommendations for change. The group is not clear on its goals. Attendance at sessions has been poor. Their meetings have turned into social gatherings. Potentially they have the talent necessary to help.

ALTERNATIVE ACTIONS

A. Let the group work out its problems.
B. Incorporate group recommendations, but see that objectives are met.
C. Redefine goals and supervise carefully.
D. Allow group involvement in setting goals, but don't push.

10

SITUATION

Your subordinates, usually able to take responsibility, are not responding to your recent redefining of standards.

ALTERNATIVE ACTIONS

A. Allow group involvement in redefining standards, but don't take control.
B. Redefine standards and supervise carefully.
C. Avoid confrontation by not applying pressure; leave situation alone.
D. Incorporate group recommendations, but see that new standards are met.

11

SITUATION

You have been promoted to a new position. The previous supervisor was uninvolved in the affairs of the group. The group has adequately handled its tasks and direction. Group inter-relations are good.

ALTERNATIVE ACTIONS

A. Take steps to direct subordinates toward working in a well-defined manner.
B. Involve subordinates in decision-making and reinforce good contributions.
C. Discuss past performance with group and then you examine the need for new practices.
D. Continue to leave group alone.

12

SITUATION

Recent information indicates some internal difficulties among subordinates. The group has a remarkable record of accomplishment. Members have effectively maintained long-range goals. They have worked in harmony for the past year. All are well qualified for the task.

ALTERNATIVE ACTIONS

A. Try out your solution with subordinates and examine the need for new practices.
B. Allow group members to work it out themselves.
C. Act quickly and firmly to correct and redirect.
D. Participate in problem discussion while providing support for subordinates.

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Biographical/Situational

Instrument

I. PLEASE PROVIDE THE FOLLOWING INFORMATION BY CHECKING THE APPROPRIATE ANSWER.

1. Highest Degree Earned: ( ) Bachelors ( ) Masters ( ) Specialist ( ) Doctorate

2. Age: ( ) 30 Years or Younger ( ) 41 - 50 ( ) 31 - 40 ( ) 51 Years or Older

3. Marital Status: ( ) Married ( ) Single ( ) Divorced or Separated

II. PLEASE PROVIDE THE FOLLOWING INFORMATION ABOUT YOUR PRESENT POSITION AS AN ADMINISTRATOR.

1. What is your present administrative area of responsibility?
   ( ) Instructional: Academic/Occupational
   ( ) Business/Support
   ( ) Student Affairs

2. Current Student Population (FTE):

   ( ) Less than 1,000 ( ) 3,000 to 5,000
   ( ) 1,001 to 3,000 ( ) 5,001 or more

3. Within the Institutional Hierarchy, How Many Positions Are There Between Your Position And The Chief Executive Officer Of Your Institution?

   ( ) 0, report directly to the CEO
   ( ) 1 level
   ( ) 2 levels
   ( ) 3 levels or more

4. How many years experience have you had in higher education?
   ( ) 5 or less
   ( ) 6 to 10
   ( ) 11 to 15
   ( ) 16 to 20
   ( ) 21 or more

5. How many years have you been in higher education administration?
   ( ) 5 or less
   ( ) 6 to 10
   ( ) 11 to 15
   ( ) 16 or more

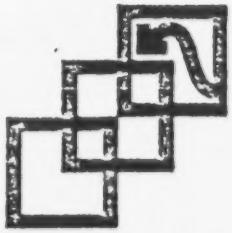
6. How many years have you been in your present position?
   ( ) 5 or less
   ( ) 6 to 10
   ( ) 11 to 15
   ( ) 16 or more

7. Does your institution participate in collective bargaining with faculty or other major employee groups?
   ( ) Yes ( ) No

LEAD

Developed by Paul Hersey and Kenneth H. Blanchard

DIRECTIONS FOR SELF SCORING AND ANALYSIS



Leader Effectiveness & Adaptability Description

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Leader Effectiveness & Adaptability Description

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DIRECTIONS FOR SCORING

Circle the letter that you have chosen for each situation on the same line to the right, under Column I (STYLE RANGE) and also Column II (STYLE ADAPTABILITY). After you have circled alternative actions, total the number of circles for each sub-column under Column I (STYLE RANGE) and Column II (STYLE ADAPTABILITY) and enter totals in the spaces provided below.

Processing Data from Column I (Style Range)

Sub-column totals from Column I (Style Range) can be located on the basic styles, (the middle portion) of the Tri-Dimensional Leader Effectiveness Model[1] below. The column numbers correspond to the quadrant numbers of the leadership model as follows:

Sub-column (1)—alternative action spaces describe Quadrant 1, (High Task/Low Relationship Behavior).
Sub-column (2)—alternative action spaces describe Quadrant 2, (High Task/High Relationship Behavior).
Sub-column (3)—alternative action spaces describe Quadrant 3, (High Relationship/Low Task Behavior).
Sub-column (4)—alternative action spaces describe Quadrant 4, (Low Relationship/Low Task Behavior).

Enter the totals associated with each of the four basic leadership styles in the boxes provided on the leadership matrix below.

SITUATIONS	COLUMN I (Style Range) Alternative Actions				COLUMN II (Style Adaptability) Alternative Actions			
	(1)	(2)	(3)	(4)	(a)	(b)	(c)	(d)
1	A	C	B	D	D	B	C	A
2	D	A	C	B	B	D	C	A
3	C	A	D	B	C	B	A	D
4	B	D	A	C	B	D	A	C
5	C	B	D	A	A	D	B	C
6	B	D	A	C	C	A	B	D
7	A	C	B	D	A	C	D	B
8	C	B	D	A	C	B	D	A
9	C	B	D	A	A	D	B	C
10	B	D	A	C	B	C	A	D
11	A	C	B	D	A	C	D	B
12	C	A	D	B	C	A	D	B
Sub-columns	(1)	(2)	(3)	(4)	(a)	(b)	(c)	(d)
					Multiply by:			
					(a) −2	(b) −1	(c) +1	(d) +2

[ ] + [ ] + [ ] + [ ] = TOTAL [ ]

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Processing Data from Column II (Style Adaptability)

Multiply the totals entered in sub-columns (a), (b), (c), and (d) under column II by the positive and negative factors in the same sub-columns. Enter the product in the space provided directly below. (Be sure to include pluses and minuses.) Then add all four figures and record the sum in the box designated TOTAL.

Then place an arrow (↖) at the corresponding number along the ineffective or effective dimension of the leadership model below.

Processing Data from Column I (Style Range)

Sub-column totals from Column I (Style Range) can be located on the basic styles, (the middle portion) of the Tri-Dimensional Leader Effectiveness Model[1] below. The column numbers correspond to the quadrant numbers of the leadership model as follows:

Sub-column (1)—alternative action spaces describe Quadrant 1, (High Task/Low Relationship Behavior).

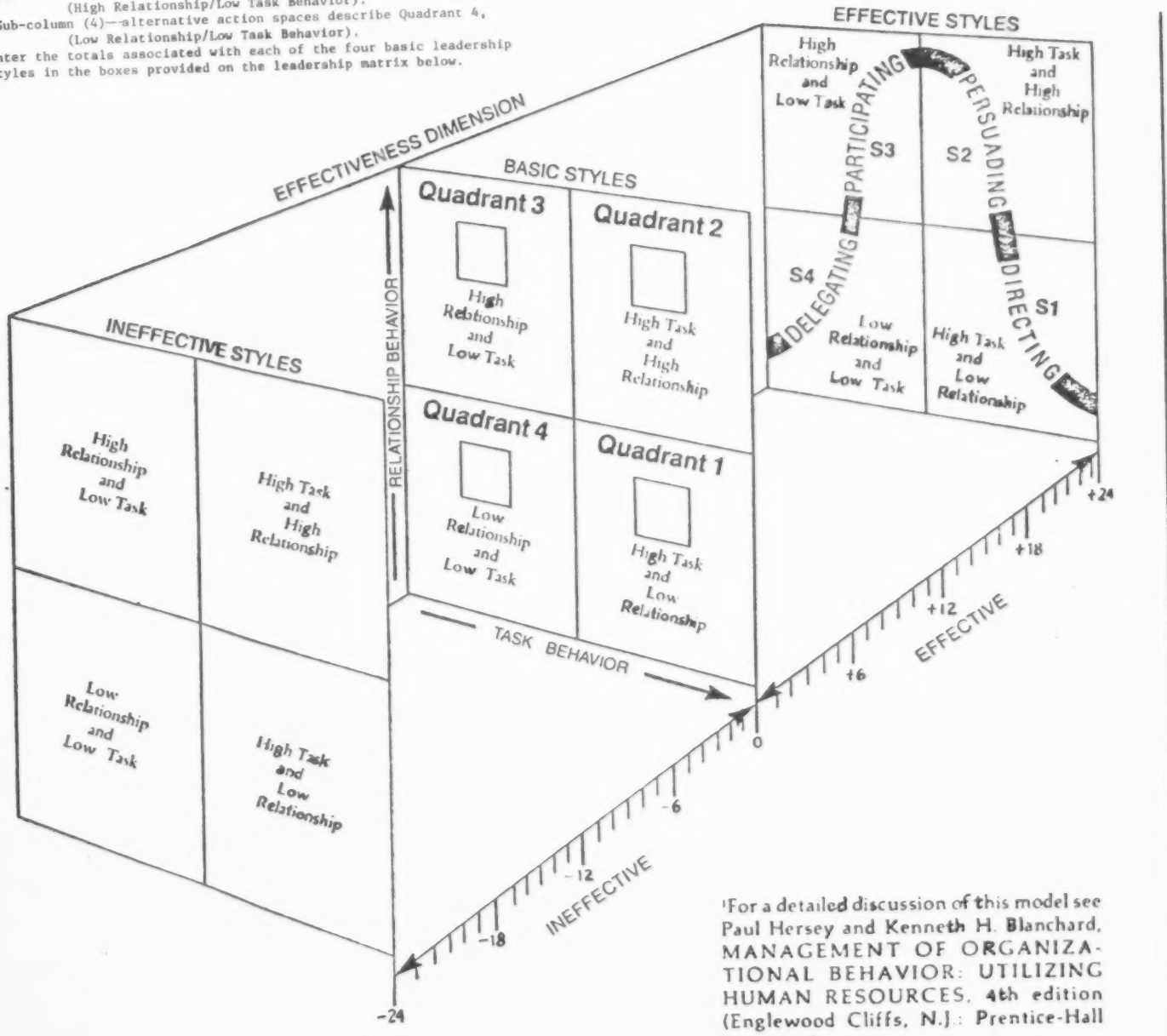
Sub-column (2)—alternative action spaces describe Quadrant 2, (High Task/High Relationship Behavior).

Sub-column (3)—alternative action spaces describe Quadrant 3, (High Relationship/Low Task Behavior).

Sub-column (4)—alternative action spaces describe Quadrant 4, (Low Relationship/Low Task Behavior).

Enter the totals associated with each of the four basic leadership styles in the boxes provided on the leadership matrix below.

THE TRI-DIMENSIONAL LEADER EFFECTIVENESS MODEL[1]



[1]For a detailed discussion of this model see Paul Hersey and Kenneth H. Blanchard, MANAGEMENT OF ORGANIZATIONAL BEHAVIOR: UTILIZING HUMAN RESOURCES, 4th edition (Englewood Cliffs, N.J.: Prentice-Hall Inc., 1982).

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Challenge House
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Mansfield, Notts NG18 5SU
England
0623 640203

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Data Tables

FEMALE ADMINISTRATORS: SURVEY RESULTS

#	S/E Scores	DEGREE 1 Bachelors	2 Masters	3 Specialist	4 Doctorate	AGE 5 Under 30	6 31-40	7 41-50	8 51+	MAR. Stat 9 married	10 single	11 other	12
14	2.33/13		X				X			X		X	
57	2.33/19		X				X			X			
78	2.25/10		X				X			X			
73	2.33/13		X					X		X			
112	2.67/8		X					X					
75	2.33/8		X					X		X		X	
150	2.25/11				X		X				X		
36	1.92/3		X						X			X	
105	2.42/14		X					X			X		
27	2.25/16		X					X			X		
49	2.67/10		X						X	X			
6	2.17/10			X				X		X			
12	2.67/9		X					X		X			
74	2.42/14				X		X				X		
10	2.17/10		X					X		X			
77	2.42/12				X		X			X			
102	1.75/4				X			X		X			
90	2.5/8				X			X				X	
86	2.33/8				X		X			X			
48	2.50/8		X					X			X		
125	2.17/7		X					X			X		
11	2.33/12				X			X		X			
5	2.92/17		X						X	X			
133	2.33/8		X				X			X			
137	2.50/13				X			X				X	
121	2.25/7				X		X				X		
129	2.08/11				X		X						
138	2.42/10				X		X			X			
1	2.25/10		X						X	X			
140	2.17/8				X		X			X			
134	2.33/17				X			X		X			
83	2.42/14		X					X				X	

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FEMALE ADMINISTRATORS: SURVEY RESULTS

#	S/E Scores	1 DEGREE Bachelors	2 Masters	3 Specialist	4 Doctorate	5 AGE under 30	6 31-40	7 41-50	8 51+	9 MAR. Stat. married	10 single	11 other	12
81	2.42/13				X				X	X			
144	2.42/12		X					X		X			
92	2.42/11		X				X					X	
60	2.25/4				X				X			X	
44	2.50/18				X			X				X	
13	2.33/17				X		X			X			
39	2.74/8		X					X			X		
25	2.42/4		X				X					X	
29	2.50/12		X						X	X			
35	2.17/12		X				X			X			
118	2.58/11		X						X	X			
62	3.00/10		X					X		X			
91	2.33/9				X			X		X			
40	2.58/11		X					X		X			
141	2.50/10				X		X			X			
34	2.58/17		X						X		X		
82	2.42/12				X			X			X		
116	2.42/12		X					X		X			
51	2.25/10				X				X		X		
120	2.17/9				X				X	X			
130	2.25/11				X		X			X			
87	2.58/15		X						X	X			
122	2.42/19				X			X		X			
69	2.42/2				X				X		X		
22	2.33/12	X					X			X			
95	2.33/11				X		X				X		
117	2.33/11		X					X		X			
123	2.42/9				X				X	X			
70	2.25/14				X		X				X		
9	2.08/10		X				X			X			
61	2.83/11		X				X				X		
16	1.92/9				X		X			X			

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FEMALE ADMINISTRATORS: SURVEY RESULTS

#	S/E Scores	DEGREE Bachelors	Masters	Specialist	Doctorate	AGE Under 30	31-40	41-50	51+	MAR. Stat. married	single	other
85	2.33/10				X				X	X		
69	2.25/12			X					X		X	
50	2.17/14				X			X		X		
124	2.67/14				X				X	X		
28	2.42/6				X			X		X		
8	2.50/12				X			X				X
52	2.83/11				X				X	X		
116	2.50/16				X				X	X		
142	2.33/17		X				X			X		
147	2.42/17		X					X		X		
17	2.33/15		X				X			X		
18	2.50/11				X		X			X		
89	2.50/15				X				X		X	
67	2.17/14				X				X	X		
114	2.42/6		X					X		X		
106	2.08/13				X				X		X	
109	2.42/5		X					X		X		
32	2.08/15		X				X					X
21	2.00/10				X			X				X
76	2.83/13				X				X		X	
56	2.42/15		X				X			X		
4	2.33/10		X					X		X		
3	2.33/9		X				X					X
84	2.33/17		X					X		X		
63	2.08/8		X					X		X		
134	2.00/8		X					X		X		
54	2.50/15		X					X				X
38	2.92/12		X						X	X		
37	2.09/15		X					X		X		
15	2.08/15				X			X		X		
23	2.50/15				X				X	X		
107	2.08/13		X				X				X	

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FEMALE ADMINISTRATORS: SURVEY RESULTS

#	S/E Scores	1 DEGREE Bachelors	2 Masters	3 Specialist	4 Doctorate	5 AGE under 30	6 31-40	7 41-50	8 51+	9 MAR. Stat. married	10 single	11 other	12
99	2.50/16				X			X				X	
99	2.50/11				X			X				X	
2	2.42/10				X			X		X			
66	1.92/14				X				X	X			
46	2.42/13				X				X	X			
59	1.92/11				X		X					X	
20	2.5/10				X				X			X	
143	2.42/11				X			X				X	
127	2.00/4			X				X				X	
45	2.33/9				X			X		X			

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WOMEN ADMINISTRATORS: SURVEY RESULTS CONTINUED

#	S/E Scores	1 Admin. Area Instruction	2 Bus.	3 Student	4 St. Pop und. 1000	5 1-3000	6 3-5000	7 over 5000	8 Hierarchy levels 0	9	10 2	11 3	12 Union yes
14	2.33/13	X				X				X			X
57	2.33/19			X				X	X				X
78	2.25/10			X	X				X				
73	2.33/13	X				X			X				
112	2.67/8	X					X			X			X
75	2.33/8			X		X			X				X
150	2.25/11			X		X			X				
356	1.91/3	X						X	X				X
105	2.42/14			X				X		X			X
27	2.25/16	X						X	X				X
49	2.67/10			X		X				X			X
6	2.17/10			X		X				X			
12	2.67/9	X				X				X			
74	2.42/14			X		X			X				
10	2.17/10			X	X				X				X
77	2.42/12	X					X		X				X
102	1.75/4	X						X	X				X
90	2.50/8	X						X	X				X
66	2.33/8	X			X				X				X
48	2.50/8		X		X				X				
125	2.17/7	X				X			X				X
11	2.33/12	X					X		X				X
5	2.92/17	X			X				X				
133	2.33/8			X			X		X				
137	2.50/7			X				X	X				
121	2.25/7			X		X			X				X
129	2.08/11	X						X	X				
138	2.42/10			X	X				X				
1	2.25/10			X		X			X				
140	2.17/8	X					X			X			
134	2.33/17			X		X			X				
83	2.42/14	X						X		X			

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#	S/E Scores	Admin. Area 1 Instruction	2 Bus.	3 Student	Sc. Pop 4 und. 1000	5 1-3000	6 3-5000	7 over 5000	Hierarchy levels 8 0	9 1	10 2	11 3	Union 12 yes
81	2.42/13			X		X			X				X
144	2.42/12		X		X			X		X	X		X
92	2.42/11	X				X				X			X
60	2.25/4	X				X			X				X
44	2.50/18	X					X		X				
13	2.33/17	X					X			X			X
39	2.75/8	X						X			X		X
25	2.42/4	X						X		X			X
29	2.50/12	X					X			X			X
35	2.17/12	X								X			
118	2.58/11			X	X		X			X			X
62	3.00/10	X						X	X				X
91	2.33/9	X						X					
40	2.58/11			X				X	X		X		
141	2.50/10	X						X					
34	2.58/17		X		X				X				X
82	2.42/12	X				X				X			
116	2.42/12	X				X			X				
51	2.25/10			X		X			X				
120	2.17/9		X			X			X				
130	2.25/11	X			X				X				
87	2.58/15	X			X								X
122	2.42/19	X			X				X				
68	2.42/2	X			X			X	X				X
22	2.33/12	X											
95	2.33/11	X				X			X				
117	2.33/11	X				X							X
132	2.42/9	X						X	X				
70	2.25/16	X			X				X				X
9	2.08/10	X			X				X		X		X
61	2.83/11			X			X						
16	1.92/9	X			X				X				

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WOMEN ADMINISTRATORS: SURVEY RESULTS CONTINUED

#	S/E Scores	Admin. Area: Instruction	Bus.	Student	St. Pop und. 1000	1-3000	3-5000	over 5000	Hierarchy levels: 0	1	2	3	Union: yes
85	2.33/10			X			X		X				X
69	2.25/12	X			X				X				
50	2.17/14	X					X		X				X
124	2.67/14		X					X	X				X
28	2.42/6			X				X		X			X
8	2.50/12			X	X				X				X
53	2.83/11	X				X				X			
116	2.50/16	X					X		X				
142	2.33/17	X			X							X	
142	2.42/12	X				X				X			X
17	2.33/15	X						X	X				X
18	2.50/11	X				X			X				X
89	2.50/15		X					X	X				
62	2.17/14	X				X				X			X
114	2.42/6						X		X				
106	2.08/13	X				X			X				
109	2.42/5			X				X	X				X
22	2.08/15	X						X		X			X
21	2.00/10	X						X	X				X
75	2.83/13	X						X	X				X
56	2.42/15			X		X			X				X
4	2.33/10	X				X				X			
3	2.33/9	X				X				X			X
84	2.33/17			X			X			X			
63	2.08/8			X		X				X			
136	2.00/8	X					X		X				X
54	2.50/15	X					X			X			X
38	2.92/12		X					X	X				X
37	2.08/15			X				X	X				X
15	2.08/15			X				X			X		X
23	2.50/15			X		X			X				
107	2.08/13	X			X					X			

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#	S/E Scores	Admin. Area: Instruction	Admin. Area: Bus.	Student	St. Pop and 1000	1-3000	3-5000	over 5000	Hierarchy Levels: 0	1	2	3	Union: yes
99	2.50/16			X			X		X				X
98	2.50/11			X				X	X				X
2	2.42/10	X				X			X				
66	1.92/14	X			X				X				X
46	2.42/13	X				X			X				
59	1.92/11	X					X		X				X
20	2.50/10	X						X	X				X
142	2.42/11	X						X	X				
127	2.00/4			X	X				X				
65	2.33/9	X			X				X				

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#	S/E Scores	Higher Ed: under 5	Experience: 6-10	11-15	16-20	over 20	Higher Ed: under 5	Admin. Experience: 6-10	11-15	over 16	Present Position Experience: under 5	6-10	11-15
14	2.33/13				x		x				x		
57	2.33/19			x				x			x		x
78	2.25/10			x					x		x		
73	2.33/13			x			x				x		
112	2.67/8				x		x				x		
75	2.33/8					x			x		x		x
150	2.25/11			x					x		x		
36	1.92/3					x		x			x		
105	2.42/14			x					x		x		
27	2.25/16			x					x		x		
49	2.67/10					x				x			
6	2.17/10		x				x				x		
12	2.67/9		x					x				x	
24	2.42/14			x				x			x		
10	2.17/10		x					x			x		
77	2.42/12				x			x			x		
102	1.75/4				x		x				x		
90	2.50/8			x					x		x		
86	2.33/8				x				x		x		
48	2.50/8	x					x				x		
125	2.17/7					x			x			x	
13	2.33/12				x				x		x		
5	2.92/17			x					x		x		
123	2.33/8			x					x		x		
137	2.5/13			x					x			x	
121	2.25/7				x				x				x
129	2.08/11				x				x		x		
126	2.42/10		x					x			x		
1	2.25/10				x			x			x		
140	2.17/8			x				x				x	
124	2.33/17			x				x			x		
63	2.42/14			x				x			x		

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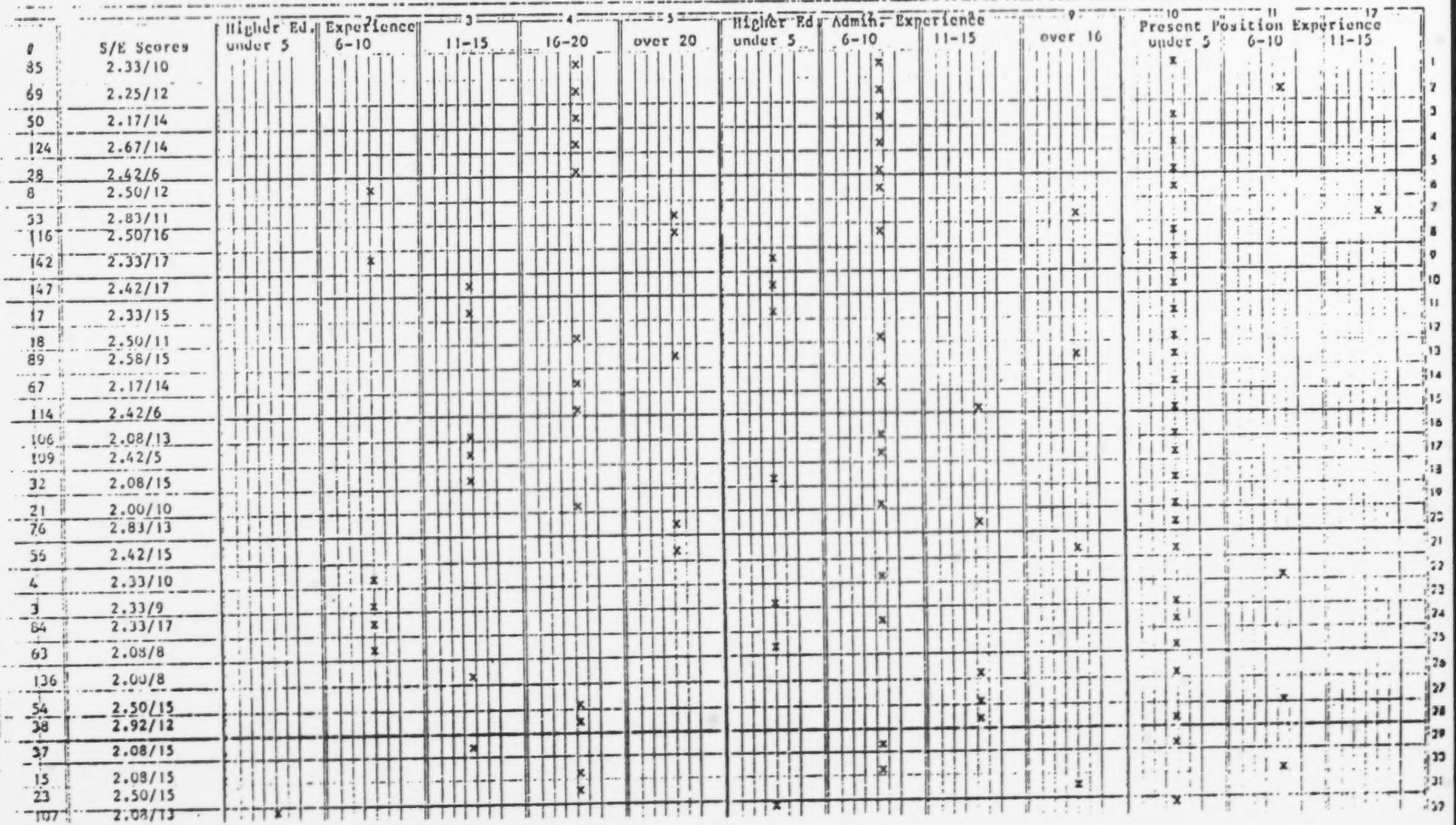
WOMEN ADMINISTRATORS: SURVEY RESULTS CONTINUED



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WOMEN ADMINISTRATORS: SURVEY RESULTS CONTINUED

#	S/E Scores	Higher Ed. Experience: under 5	6-10	11-15	16-20	over 20	Higher Ed. Admin. Experience: under 5	6-10	11-15	over 16	Present Position Experience: under 5	6-10	11-15
81	2.42/13												
144	2.42/12												
92	2.42/11												
60	2.25/4												
44	2.50/18												
13	2.33/17												
39	2.75/8												
25	2.42/4												
29	2.50/12												
35	2.17/12												
118	2.58/11												
62	3.00/10												
91	2.33 /9												
40	2.58/11												
141	2.50/10												
34	2.58/17												
82	2.42/12												
116	2.42/12												
51	2.25/10												
120	2.17/9												
130	2.25/11												
87	2.58/15												
122	2.42/19												
22	2.33/12												
95	2.33/11												
117	2.33/11												
123	2.42/9												
70	2.25/14												
9	2.08/10												
61	2.83/11												
16	1.92/9												
68	2.42/2												

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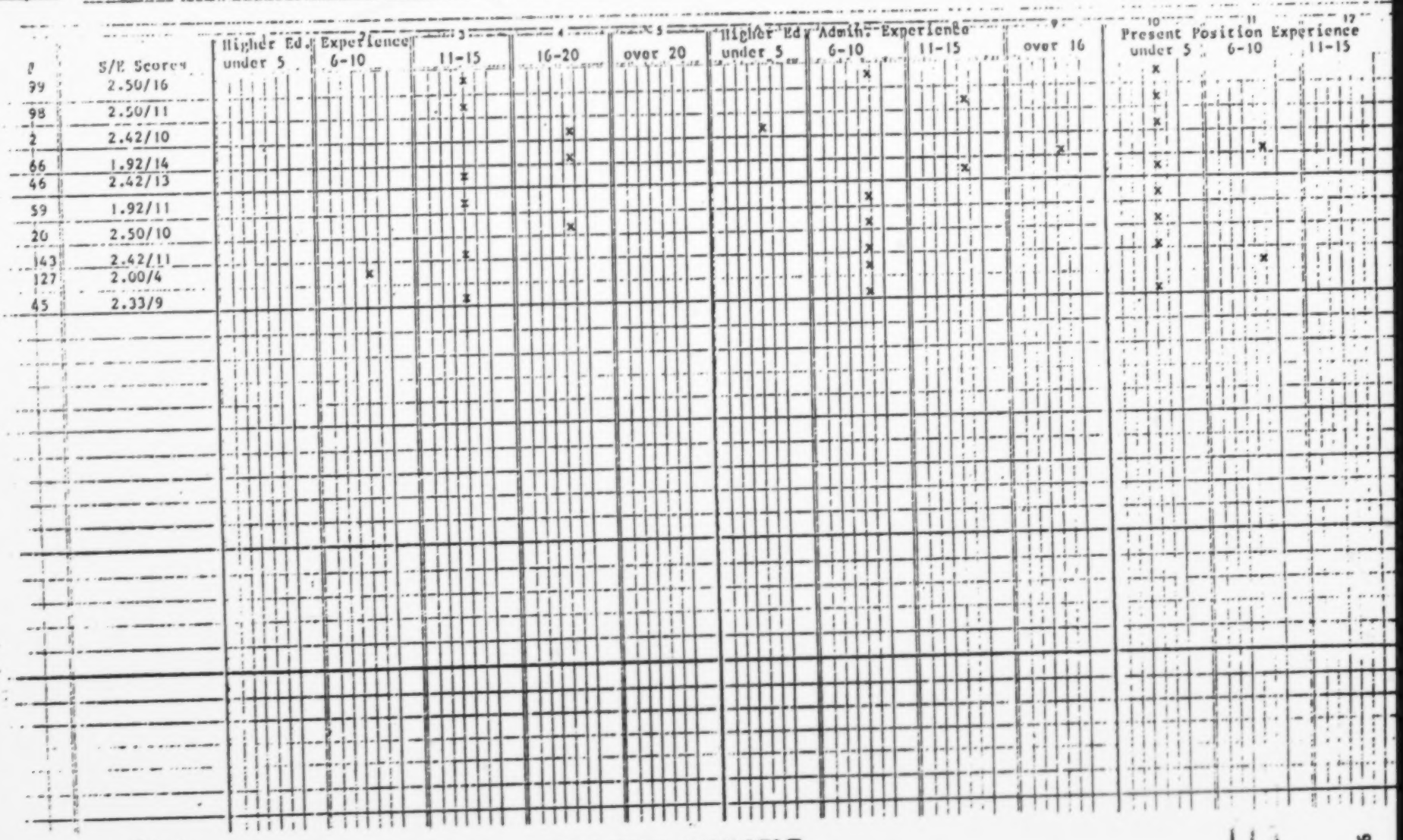

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MALE ADMINISTRATORS: SURVEY RESULTS

#	S/E Scores	1 DEGREE Bachelors	2 Masters	3 Specialist	4 Doctorate	5 AGE under 30	6 31-40	7 41-50	8 51+	9 MAR. Stat. married	10 single	11 other	12
5	2.58/8				x				x	x			
6	2.33/13		x						x	x			
21	2.50/7		x				x			x			
39	1.83/3				x		x			x			
71	2.42/8			x				x		x			
70	2.25/16				x				x	x			
117	2.67/12				x			x		x			
46	2.17/4				x			x		x			
73	2.17/9				x		x			x			
37	2.42/4		x						x	x			
43	2.42/17				x		x			x			
101	1.83/5	x					x			x			
154	2.08/11				x				x	x			
85	2.5/11				x			x		x			
7	2.50/8				x			x		x			
35	2.17/6				x		x			x			
78	2.67/2				x				x	x			
37	2.17/4		x						x	x			
86	2.00/12				x			x		x			
69	2.17/3				x				x	x			
99	1.83/10				x		x			x			
108	2.08/5				x				x	x			
26	2.42/14		x					x		x			
21	2.25/14				x				x	x			
19	2.25/16				x		x			x			
109	2.25/6				x			x		x			
22	1.75/6				x				x	x			
12	2.17/9	x							x	x			
4	2.67/8		x						x	x			
14	1.75/0		x						x	x			
17	2.67/11				x				x	x			
29	2.17/8		x						x	x			

MALE ADMINISTRATORS: SURVEY RESULTS

#	S/E Scores	DEGREE Bachelors	Masters	Specialist	Doctorate	AGE under 30	31-40	41-50	51+	MAR. Stat. married	single	other
133	2.58/15				x				x	x		
89	2.25/8				x				x	x		
150	1.83/8				x			x		x		
140	2.25/16				x		x			x		
123	2.25/12				x			x		x		
51	2.25/6				x				x	x		
111	2.33/12				x				x	x		
49	2.67/8				x			x		x		
100	2.42/11				x		x			x		
112	2.42/19				x					x		
87	2.17/8				x			x		x		
107	2.25/12		x		x			x		x		
68	2.17/8				x			x		x		
25	2.33/12		x		x			x		x		
114	2.58/19				x				x	x		
61	2.42/15				x			x		x		x
54	2.50/12		x		x			x		x		
59	2.00/10				x				x	x		
145	2.33/10				x			x		x		
77	1.92/14				x			x		x		
45	2.08/-3				x				x	x		
146	2.50/18				x				x	x		
124	2.33/20				x			x		x		
18	2.42/13		x		x			x		x		
58	2.50/12				x		x			x		
106	2.92/4				x				x	x		
75	2.00/11				x			x		x		
60	2.08/1				x		x			x		
44	2.50/8				x				x	x		
97	2.08/0		x		x			x		x		
115	1.92/9				x			x		x		
98	2.17/10				x				x	x		

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MALE ADMINISTRATORS: SURVEY RESULTS

#	S/E Scores	DEGREE Bachelors	Masters	Specialist	Doctorate	AGE Under 30	31-40	41-50	51+	MAR. Stat married	single	other
1	2.67/10				x			x		x		x
27	2.33/16				x				x	x		
8	2.17/6				x				x	x		
40	2.33/13				x		x			x		
2	1.92/10				x			x		x		
129	2.00/9		x					x		x		
147	2.83/12				x			x		x		
16	2.08/9				x				x	x		
24	2.50/10		x					x		x		
72	2.42/7			x					x	x		
13	2.25/13				x			x		x		
83	2.00/9				x				x	x		
113	2.67/15		x						x	x		
118	2.12/13				x		x			x		
127	2.17/13		x					x		x		
136	2.08/11		x						x	x		
96	2.42/8				x			x		x		
55	2.42/12				x				x	x		
79	2.67/13				x		x			x		
23	2.50/14		x						x	x		
11	2.42/12				x			x		x		
23	2.25/19		x						x	x		
104	2.50/9				x			x		x		
56	2.17/10				x				x	x		
135	2.50/18				x				x	x		
63	2.42/14				x			x		x		
134	2.58/17		x						x	x		
15	2.08/7				x				x	x		
138	2.08/11	x					x			x		
120	2.25/3		x						x	x		
74	2.50/18		x						x	x		
9	2.25/16		x						x	x		

113

MALE ADMINISTRATORS: SURVEY RESULTS

#	S/E Scores	DEGREE Bachelors	Masters	Specialist	Doctorate	AGE under 30	31-40	41-50	51+	MAR. Stat. married	single	other
66	2.25/16			x			x		x	x		
149	2.67/12				x				x	x		
38	2.67/15		x						x	x		
125	2.25/16		x						x	x		
141	2.50/16				x			x		x		
122	2.58/12				x			x		x		
81	2.33/11				x		x		x	x		
126	2.5/11				x				x	x		
105	2.00/5				x			x		x		
42	2.00/6			x				x		x		
80	2.25/17				x			x		x		
108	2.33/4		x					x		x		
42	2.50/9				x				x	x		
139	2.25/9		x					x		x		
121	1.83/5				x			x		x		
102	2.08/11				x				x	x		
131	2.58/17				x				x	x		
10	2.25/9		x						x	x		
130	2.33/15				x			x		x		
84	2.33/15				x			x		x		
31	2.33/12		x					x		x		
88	1.50/2				x		x			x		
34	2.33/9				x			x		x		
20	1.92/9				x			x		x		
41	2.50/16			x					x	x		

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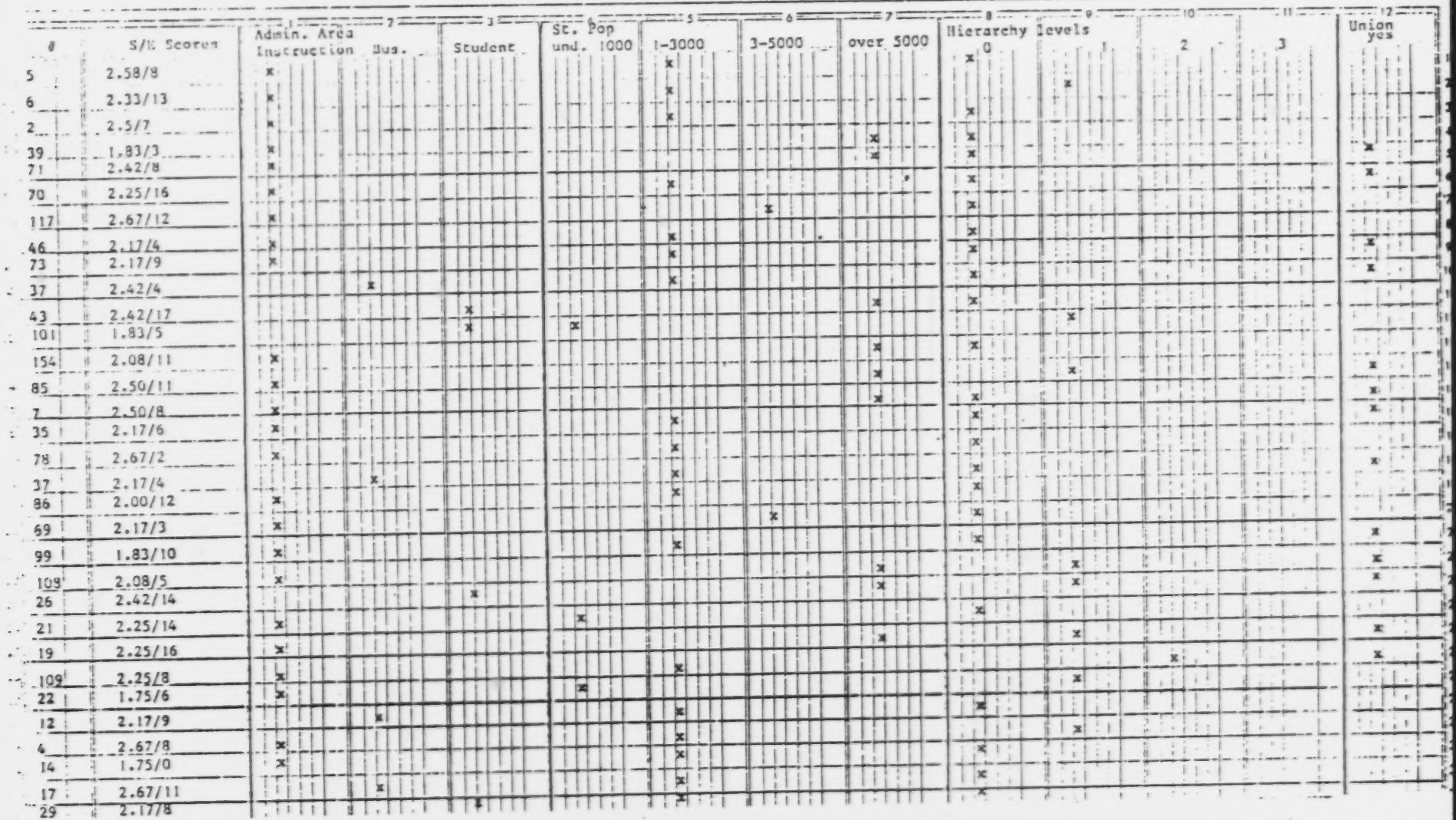
MEN ADMINISTRATORS: SURVEY RESULTS CONTINUED



#	S/E Scores	1 Admin. Area Instruction	2 Bus.	3 Student	4 St. Pop und. 1000	5 1-3000	6 3-5000	7 over 5000	8 Hierarchy levels 0	9 1	10 2	11 3	12 Union yes
133	2.58/13	x						x		x			
89	2.25/8			x				x		x			
150	1.83/8		x					x	x				x
140	2.25/16	x						x	x				
123	2.25/12	x					x		x				x
51	2.25/6		x					x	x				x
111	2.33/12	x						x	x				x
49	2.67/8	x				x			x				
100	2.42/11			x		x			x				x
112	2.42/19	x				x			x				x
87	2.17/8	x					x		x				
107	2.25/12		x			x			x				x
66	2.17/8		x			x			x				x
25	2.33/12	x						x	x				x
114	2.58/19	x				x			x				
61	2.42/15	x					x		x				
54	2.50/12	x						x	x				x
50	2.00/10			x				x	x				x
145	2.33/10	x				x				x			
77	1.92/14			x				x		x			
45	2.08/-3	x				x			x				
146	2.50/18	x					x		x				x
124	2.33/20	x						x		x			x
18	2.42/13	x					x		x				x
58	2.50/12	x				x			x				
106	2.92/14		x		x				x				x
75	2.00/11	x				x			x				x
60	2.08/1	x				x			x				x
44	2.50/8	x					x		x				
97	2.08/0	x						x			x		x
115	1.92/9	x				x			x				x
98	2.17/10	x				x			x				x

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MEN ADMINISTRATORS: SURVEY RESULTS CONTINUED

#	S/E Scores	1 Admin. Area Instruction	2 Bus.	3 Student	4 St. Pop und. 1000	5 1-3000	6 3-5000	7 over 5000	8 Hierarchy levels 0	9 1	10 2	11 3	12 Union yes
1	2.67/10	x				x			x				
27	2.33/16		x					x	x				x
8	2.17/6	x			x				x				
40	2.33/13	x						x	x				
3	1.92/10	x				x			x				
129	2.00/9	x				x				x			
147	2.83/12	x					x		x				x
16	2.08/9	x						x	x				x
24	2.50/10			x				x	x				x
72	2.42/7	x						x	x				x
13	2.25/13	x					x			x			
83	2.00/9	x						x	x				x
113	2.67/15		x					x		x			
118	2.17/13	x						x	x				
137	2.17/13	x					x			x			
136	2.08/11	x				x				x			x
96	2.42/8	x				x			x				x
55	2.42/12	x				x			x				
79	2.67/13		x			x			x				x
28	2.50/14	x						x			x		x
11	2.42/12	x						x		x			x
23	2.25/19	x						x	x				
104	2.50/9	x				x			x				x
56	2.17/10	x				x			x				
135	2.50/18	x						x	x				x
65	2.42/14	x						x			x		
134	2.58/17	x						x	x				
15	2.08/7	x					x		x				x
138	2.08/11	x						x	x				
120	2.25/3			x		x			x				x
74	2.50/18	x				x			x				
9	2.25/16	x						x					

MEN ADMINISTRATORS: SURVEY RESULTS CONTINUED

#	S/E Scores	1 Admin. Area Instruction	2 Bus	3 Student	4 St. Pop und. 1000	5 1-3000	6 3-5000	7 over 5000	8 Hierarchy Levels 0	9 1	10 2	11 3	12 Union yes
66	2.25/14	x				x			x				
149	2.67/12	x				x			x				
38	2.67/15	x				x			x				
125	2.25/16		x			x				x			x
141	2.50/16	x				x			x				
122	2.58/12	x						x			x		
81	2.33/11	x				x			x				
126	2.50/11	x				x			x				
105	2.50/5	x				x			x				
42	2.00/6	x				x			x				
80	2.25/17	x						x		x			
108	2.33/4			x		x			x				x
42	2.50/9			x		x							
139	2.25/9	x				x				x			
121	1.83/5		x				x				x		x
102	2.08/11	x				x			x				x
131	2.58/17			x				x	x				
10	2.25/9	x						x	x				x
130	2.33/15	x						x	x				
84	2.33/15	x						x	x				
31	2.33/12	x						x	x				x
88	1.50/2	x				x			x				
34	2.33/9	x				x					x		x
90	1.92/9	x					x		x				
41	2.50/16	x						x		x			

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MEN ADMINISTRATORS: SURVEY RESULTS CONTINUED

#	S/E Scores	Higher Ed. Experience: under 5	6-10	11-15	16-20	over 20	Higher Ed. Admin. Experience: under 5	6-10	11-15	over 16	Present Position Experience: under 5	6-10	11-15
5	2.58/8				x				x				x
6	2.33/13				x				x				x
2	2.50/7			x			x				x		
39	1.83/3			x					x			x	
71	2.42/8		x					x			x		
70	2.25/16					x				x			
117	2.67/12	x					x				x		
46	2.17/4					x				x		x	
73	2.17/9			x					x			x	
37	2.42/4	x					x				x		
43	2.42/17			x					x		x		
101	1.83/5				x		x						
154	2.08/11					x			x			x	
85	2.50/11				x					x		x	
7	2.50/8			x					x		x		
35	2.17/6				x			x			x		
78	2.67/2			x				x				x	
37	2.17/4	x					x				x		
86	2.00/12					x				x			
69	2.17/3				x					x			x
99	1.83/10			x					x		x		
108	2.08/5					x			x		x		
26	2.42/14		x				x				x		
21	2.25/14			x					x			x	
19	2.25/16		x					x			x		
109	2.25/8		x				x				x		
22	1.75/6		x					x				x	
12	2.17/9				x			x				x	
4	2.67/8				x			x				x	
14	1.75/9			x				x				x	
17	2.67/11		x					x				x	
29	2.17/5					x				x			

#	S/E Scores	Higher Ed. Experience: under 5	6-10	11-15	16-20	over 20	Higher Ed. Admin. Experience: under 5	6-10	11-15	over 16	Present Position Experience: under 5	6-10	11-15
133	2.58/15					x				x			x
89	2.25/8					x				x		x	
130	1.83/8				x					x			
140	2.25/16				x				x				
123	2.25/12			x					x				
51	2.25/6		x					x					
111	2.33/12					x				x		x	
49	2.67/8			x				x		x			
100	2.42/11				x					x		x	
112	2.42/19			x				x					
87	2.17/8				x					x		x	
107	2.25/12				x					x			
68	2.17/8				x					x			
25	2.33/12					x				x			
114	2.58/19				x					x			x
61	2.42/15				x				x			x	
54	2.50/12				x			x					
50	2.00/10					x			x			x	
145	2.33/10				x				x				
77	1.92/14				x				x				x
45	2.08/-3				x					x		x	
146	2.50/18				x					x			
124	2.33/20					x				x		x	
18	2.42/13		x					x					
58	2.50/12	x					x						
106	2.92/4				x			x					
75	2.00/11				x			x					
60	2.08/1			x					x				x
44	2.50/8					x				x			
97	2.08/0				x		x						
115	1.92/9				x		x						
98	2.17/10				x					x			

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MEN ADMINISTRATORS: SURVEY RESULTS CONTINUED

#	S/E Scores	Higher Ed. Experience: under 5	6-10	11-15	16-20	over 20	Higher Ed. Admin. Experience: under 5	6-10	11-15	over 15	Present Position Experience: under 5	6-10	11-15
1	2.67/10					x				x			
27	2.33/16					x				x			
8	2.17/6				x					x			
40	2.33/13			x					x	x			
3	1.92/10				x					x			
129	2.00/9				x					x			
147	2.83/12		x					x		x			
16	2.08/9					x				x			
24	2.50/10				x				x				
72	2.42/7				x				x				
13	2.25/13			x					x				
83	2.00/9				x			x					
113	2.67/15		x					x					
118	21.7/13				x		x						
137	2.17/13			x					x				
136	2.08/11				x					x			
96	2.42/8					x				x			
55	2.42/12				x			x					
79	2.67/13		x							x			
28	2.50/14					x				x			
11	2.42/12		x					x					
23	2.25/19					x				x			
104	2.50/9			x						x			
56	2.17/10				x					x			
135	2.50/18			x						x			
65	2.42/14					x				x			
134	2.58/17					x				x			
15	2.08/7					x				x			
128	2.08/11				x				x				
120	2.25/3			x					x				
74	2.50/18					x				x			
9	2.25/19					x				x			

MEN ADMINISTRATORS: SURVEY RESULTS CONTINUED

#	S/E Scores	Higher Ed. Experience: under 5	6-10	11-15	16-20	over 20	Higher Ed. Admin. Experience: under 5	6-10	11-15	over 16	Present Position Experience: under 5	6-10	11-15
66	2.25/14	x					x				x		
149	2.67/12				x			x				x	
38	2.67/15					x				x			
125	2.25/16		x					x			x		
141	2.50/16					x			x		x		
122	2.58/12			x				x				x	
81	2.33/11			x			x				x		
126	2.50/11				x				x			x	
105	2.00/5				x					x			
42	2.00/6					x				x		x	
80	2.25/17			x					x			x	
109	2.33/4			x					x				x
42	2.50/9				x					x			x
139	2.25/9				x				x		x		
121	1.83/5				x				x			x	
102	2.08/11				x					x			
131	2.58/17					x			x			x	
10	2.25/9				x		x				x		
130	2.33/15				x				x				x
84	2.33/15				x					x	x		
31	2.33/12				x			x				x	
88	1.50/2			x				x			x		
34	2.33/9		x					x			x		
90	1.92/9				x				x			x	
41	2.5/16				x					x	x		

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Biographical Sketch of Participant

STEVEN W. JONES is dean of college affairs at Phillips County Community College in Helena, Arkansas. His eleven years of experience in higher education have included growth and success in classroom teaching, community college administration, and consulting. His responsibilities currently include management of community relations, marketing, continuing education, personnel, federal programs, and student recruitment and retention activities. He is accredited as a Senior Professional in Human Resources by the Personnel Accreditation Institute of America. Prior to his involvement in higher education, Jones was an industrial economist with a major agricultural chemical producer. He holds the B.A. in business administration and economics from Northwestern State University in Louisiana and the M.B.A. from the University of Mississippi.

Articles pertaining to student retention, college personnel administration, and higher education that he has written have been published in numerous educational and professional journals including The Community and Junior College Journal, The Chronicle of Higher Education, Issues in Higher Education, and The Community/Junior College Quarterly of Research and Practice.

He has made numerous presentations at national educational conferences and conducted workshops for institutions such as Kansas State University, the State University System of Florida, the University of South Carolina, and the Council for the Advancement and Support of Education.

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